



ISE Digital Practice Questions with answers



Lower: A1-B1

Volume 1



ISE Digital

Integrated Skills in English

**Official Preparation
Material** ✓

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Contents

Introduction.....	1
1. Speaking module.....	4
1.1 Responding to questions.....	6
1.2 Delivering a prepared talk.....	7
1.3 Interacting.....	8
1.4 Summarising a talk or conversation.....	11
1.5 Speaking module sample answers.....	14
1.6 Speaking module scripts.....	24
2. Listening module.....	26
2.1 Listening to a description.....	28
2.2 Listening to a conversation.....	32
2.3 Listening to a discussion.....	36
2.4 Listening to a talk.....	41
2.5 Listening module answers.....	46
2.6 Listening module scripts.....	47
3. Reading module.....	61
3.1 Reading a visual text.....	63
3.2 Reading a single text.....	68
3.3 Reading a paired text.....	78
3.4 Reading module answers.....	87
4. Writing module.....	88
4.1 Written online communication.....	90
4.2 Writing from sources.....	92
4.3 Writing module sample answers.....	96
ISE Digital support.....	101



The audio for speaking and listening tasks can be downloaded via the link in your confirmation email, or from your account on the [ebook store](#).

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Introduction

Prepare for Trinity College London's ISE Digital exam with these practice questions and answers.

ISE Digital practice questions books come in two levels:

- ▶ Lower: A1-B1
- ▶ Higher: B1-C2

This is a 'lower' level book for students studying from CEFR* A1 (Elementary) to B1 (Intermediate). Most people taking exams for university or for work visas need to have a level of English of at least B1.

CEFR levels

CEFR level	Level name
C2	Proficiency
C1	Advanced
B2	Upper intermediate
B1	Intermediate
A2	Pre-intermediate
A1	Elementary

The questions in this book are the same type as the questions used in the lower levels (CEFR A1-B1) of ISE Digital, and they are designed in the same way. In the exam, questions are seen on a computer and are taken under timed conditions, but with this book you can take time to study the questions and prepare for the exam.

Using this book

This book contains over 200 practice questions from 12 task types across all four modules of ISE Digital (Speaking, Listening, Reading and Writing). The level of each task is shown to help you study and prepare for the exam. The listening and reading questions are at CEFR levels A1 to B1. The sample answers for the speaking and writing tasks are levelled at CEFR A2 or B1.

Practise with individual tasks or practise a whole ISE Digital exam by completing questions from each module under timed conditions. If these questions are too easy, try harder questions in *ISE Digital Practice Questions, Higher: B1-C2*. Practise the questions on your own, with friends or with a teacher to help you learn about the style and type of questions used in ISE Digital.

Find out about the structure of ISE Digital and more information about each module in the next section and in the module introductions.

* CEFR = Common European Framework of Reference for Languages

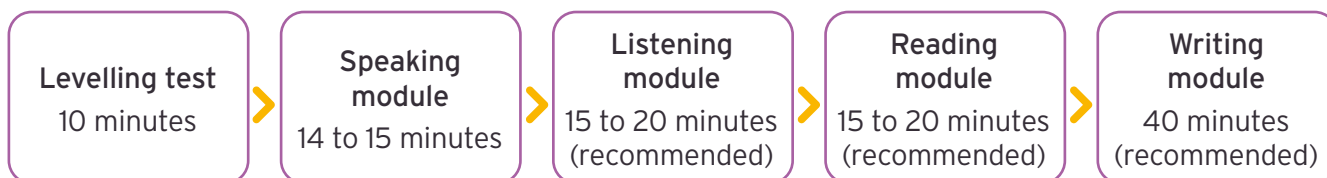


What is the structure of ISE Digital?

ISE Digital adapts to each person's language ability. The test uses your answers to decide the level of the next set of questions.

First, you take a 10-minute Levelling test. Your score in the Levelling test sets the level of difficulty in the first set of exam questions and ensures the questions are suitable for your skill level. You then answer questions in the Speaking, Listening, Reading and then Writing modules. You cannot go back to earlier parts of the test.

An ISE Digital exam takes approximately 105 minutes. This includes the Levelling test and time for reading the exam instructions.



»»» The Speaking, Listening, Reading and Writing modules have a total combined time of 95 minutes, including 5 minutes to read instructions.

»»» Candidates need to progress in their own time through the Listening, Reading and Writing modules. It is recommended that the above timings are used.

Structure of the ISE Digital Levelling test

There is one task type in the ISE Digital Levelling test – answer 15 to 25 vocabulary questions. The total time for the Levelling test is 10 minutes. See the [Trinity website](#) for example questions.

How is the Levelling test assessed?

The Levelling test is scored by computer. Each correct answer is worth one mark.

Vocabulary

Task context and format	Read a word and choose a similar meaning from four options.
Input selection	Input: one word Domain: personal, public/social, educational or work Part of speech: noun, verb, adjective or adverb
Number of questions	15-25
Assessment	Each item is worth one mark. All items are weighted equally.
Time	10 minutes

ISE Digital modules, tasks and requirements



Module	Task	Task requirement
Speaking	Responding to questions	Describe objects, people or places and give opinions
	Delivering a prepared talk	Give a prepared talk and answer a follow-up question
	Interacting	Respond to a scenario and then respond to new information
	Summarising a talk or conversation	Summarise a conversation and give an opinion
Listening	Listening to a description	Answer questions about a description
	Listening to a conversation	Answer questions about an informal conversation
	Listening to a discussion	Answer questions about a discussion
	Listening to a talk	Answer questions about a talk and a retelling of the talk by a second speaker
Reading	Reading a visual text	Answer questions about a short, visual text
	Reading a single text	Answer questions about a single text
	Reading a paired text	Answer questions about two texts on the same topic
Writing	Written online communication	Write a short opinion-based text or respond to a group chat
	Writing from sources	Read two or three texts and write an essay/report using information from the text and add your own ideas

Learn more about ISE Digital in this book and at trinitycollege.com/ISE-Digital.

1. Speaking module

Introduction to the Speaking module

In ISE Digital, your speaking skills are tested in up to four different tasks. You will see tasks that match your English level. In the exam, your answers are recorded **only once** on the computer, and you cannot record them again.

Use the practice questions here to help you get ready for the exam. We suggest recording your answers and comparing them with the sample answers.

The Speaking module takes about 14 minutes.

	Responding to questions	Delivering a prepared talk	Interacting	Summarising a talk or conversation
Candidate speaking time	1.5 minutes	2.5 minutes	1.5 minutes	2 minutes

Task: Responding to questions

Summary	Respond to three questions from a digital speaker. The questions are similar to ones you might be asked when meeting someone new.
Your response	<ul style="list-style-type: none"> Use a natural conversational style Give full responses Avoid short answers
Phases	<ul style="list-style-type: none"> Hear question 1 Respond to question 1: 30 seconds Hear question 2 Respond to question 2: 30 seconds Hear a follow-up question Respond to the follow-up question: 30 seconds

Task: Delivering a prepared talk

Summary	Give a prepared talk on a topic. Do not memorise the whole talk. After your talk, you will be asked a follow-up question.
Your response	<ul style="list-style-type: none"> Plan and structure your talk Use natural intonation Avoid memorisation/recitation
Phases	<ul style="list-style-type: none"> Hear instructions Give your talk: 2 minutes Hear a follow-up question Respond to the follow-up question: 30 seconds



Task: Interacting

Summary	Complete an interaction (eg a request, suggestion, complaint or apology). Then respond to some unexpected information.
Your response	<ul style="list-style-type: none"> Use appropriate language (eg words and intonation) for the situation and person you are speaking to Be polite where necessary Respond naturally (ie speak like it's a real-life conversation)
Phases	<ul style="list-style-type: none"> Hear scenario Thinking time: 15 seconds Respond to the scenario: 1 minute Hear unexpected information Respond to the unexpected information: 30 seconds

Task: Summarising a talk or conversation

Summary	Listen to a talk, discussion or conversation. Summarise what you have heard for another person and give your opinion on the topic. Then answer a follow-up question.
Your response	<ul style="list-style-type: none"> Use appropriate style for the context (eg informal/formal) Answer the bullet points in the question Give your opinion and make recommendations
Phases	<ul style="list-style-type: none"> Hear instructions and see the guide questions Hear conversation Thinking time: 30 seconds Give a spoken summary and your opinion: 1 minute Respond to the follow-up question: 1 minute

Audio files

Audio files are numbered and have the  icon.

1.1 Responding to questions



For this part of the test, you will respond to **3 questions**.

- ▶ You have **30 seconds** for each response.
- ▶ Please respond as fully as you can in the time allowed.
- ▶ Let's get started.

A:

1. [01] What do you do at weekends?
2. [02] I like apples. What sorts of fruit do you like?
3. [03] Why is it good to eat fruit and vegetables?

B:

1. [04] Where do you live?
2. [05] I like watching films at home. Where do you like watching films?
3. [06] What films do you think people should watch?

C:

1. [07] What sports do you like?
2. [08] I want to save money. How can I do that?
3. [09] Why is money important?

1.2 Delivering a prepared talk



- ▶ You can use a topic form or outline as a guide.
- ▶ There will be a follow-up question after you finish your talk, for example, 'What advice do you have for someone who wants to learn more about this topic?'
- ▶ You should talk for **2 minutes**.

Note: Owing to the nature of the prepared talk, there are no further instructions for this task.



1.3 Interacting



For this task, you will hear a description of a situation that you will need to respond to.

- ▶ First, you will listen to a description.
- ▶ In the exam, you will then have **15 seconds** to plan your response.
- ▶ You will have **1 minute** to respond.
- ▶ After you give your answer, you will hear some new information.
- ▶ You will have **30 seconds** to respond to the new information.

A: Furniture

Task – Description

⏮ 10

You want to move some furniture to a different room in your house.

Speak to your friend and:

- say what you want to do
- ask your friend to help

Interaction

⏮ 11

Hi. How is it going?

Follow-up question

⏮ 12

I hurt myself last weekend. Can you ask someone else?



B: Present

Task – Description

🎧 13

You ordered a present online for someone in your family, but it hasn't arrived yet.

Speak to the shop assistant and:

- explain your problem
- ask what the shop assistant can do

Interaction

🎧 14

Hello. How can I help you?

Follow-up question

🎧 15

Actually, we've run out of that item, but I could have a look for something similar if you want?

C: Group work

Task – Description

🎧 16

You are doing a project with two other students in your class. One of them is not doing any work, and you are not happy.

Talk to your teacher and:

- explain what is happening
- ask your teacher to change the group members

Interaction

🎧 17

Hi. What do you want to see me for?

Follow-up question

🎧 18

I understand that it's a difficult situation, but you have to manage it yourselves. It's not fair on the other groups if I change yours.

D: Library book

Task – Description

🎧 19

You borrowed a book from the university library last week, and you have damaged it by mistake.

Talk to the library manager and:

- explain how the book was damaged
- offer to replace the book

Interaction

🎧 20

Hello. How can I help you?

Follow-up question

🎧 21

Unfortunately, the university library cannot accept gifts from the public. All new books must be ordered from one seller.

1.4 Summarising a talk or conversation



For this task, you will first listen to one or two people talking and then you will tell someone else about what you heard.

- ▶ First, you will listen to a talk or a conversation.
- ▶ In the exam, you will then have **30 seconds** to plan your response.
- ▶ You will have **1 minute** to give your summary and opinion.
- ▶ There will be a follow-up question after you give your summary and opinion.
- ▶ You will have **1 minute** to respond to the follow-up question.

A: Cooking

Task

🎧 22

- ▶ Your friend wants to learn how to cook better. Today, you hear a radio interview with a chef about ways people can learn to cook.
- ▶ Listen to the conversation, using the questions below as a guide. You will then tell your friend about what you heard.

- What problem are they talking about?
- What ideas do they have?

- ▶ You will have **1 minute** to talk.

Conversation

🎧 23

[Listen to the conversation using the questions as a guide. Then give your spoken summary and opinion in **1 minute**.]

Follow-up question

🎧 24

Is it better to eat in restaurants or at home?



B: Exercise

Task

🎧 25

- ▶ Your friend is trying to exercise more. You hear someone talking on a podcast about exercising at home.
- ▶ Listen to the talk, using the questions below as a guide. You will then tell your friend about what you heard.

- What does the man think about gyms?
- Why is exercising at home a good idea?

- ▶ You will have **1 minute** to talk.

Talk

🎧 26

[Listen to the talk using the questions as a guide. Then give your spoken summary and opinion in **1 minute**.]

Follow-up question

🎧 27

What is the best form of exercise?





C: Zoos

Task

🎧 28

- ▶ Your sister has to give a presentation about zoos as part of her university course. You hear two people who work in zoos discussing this topic on a radio show.
- ▶ Listen to the radio show, using the questions below as a guide. You will then tell your sister about what you heard.

- What is the main purpose of zoos?
- Why do some people think zoos are bad?

- ▶ You will have **1 minute** to talk.

Conversation

🎧 29

[Listen to the conversation using the questions as a guide. Then give your spoken summary and opinion in **1 minute**.]

Follow-up question

🎧 30

How can we help wild animals?



1.5 Speaking module sample answers



Each practice question has two example answers. Each answer has a level. Real spoken answers will probably not be as smooth or clear as these written ones. These examples show how you can answer the questions. For this reason, the levels shown are for guidance only.

Sample answers | 1.1 Responding to questions

Sample answers | A1: What do you do at weekends?

At weekends I relax because my job is very busy. I sleep and I play video games. Sometimes I visit my parents. They live in the same city as me, so we have lunch together on Saturdays. Maybe I take a walk by the sea. It is relaxing for me because I like the sea. Also, walking makes me feel healthier.

(CEFR A2)

I love weekends because I do a lot of activities. I play football with my friends on Saturday morning. We always go to the training session, and then, later on, we sometimes play a match against another team. In the afternoons, I tend to go shopping to the supermarket, and then I like to cook in the evenings. I cook for my friends in my flat because I'm quite good at cooking different types of traditional food. I like to spend time with my friends so that I can catch up on their news and kick back and relax with them.

(CEFR B1)

Sample answers | A2: I like apples. What sorts of fruit do you like?

My favourite fruits are definitely strawberries and pineapples. They are sweet, and I like eating sweet food. In my country, lots of fruits grow because we have nice weather with lots of rain and sunshine. There are trees of fruit everywhere! So, everyone there eats fruit a lot. And we have fruits for breakfast and make juices from fruits. Sometimes, we even eat fruit when it is someone's birthday!

(CEFR A2)

For me, the best kinds of fruits are bananas and apples. Not only do they taste good, they are also delicious when used as an ingredient in cooking. Sometimes I fry bananas to make my food sweet. Apples are good for making cakes and desserts. There are many different types of other fruits that have similar qualities. For example, I also eat melon, peach and orange. They are all good for our health. I think that more people should experiment by cooking with fruit.

(CEFR B1)

Sample answers | A3: Why is it good to eat fruit and vegetables?

To be healthy, everyone must eat fruit and vegetables as much as possible. For every meal, it is good to eat vegetables because they are better than fast food, like pizza. Pizza is delicious, but it is not healthy for us, so we must eat more vegetables and not so much pizza.

(CEFR A2)

These foods help us to keep healthy and to lead positive lives. They have vitamins which are good for our bodies. Also, eating fruit and vegetables regularly means that people do not get fat or obese. Eating too many chips and burgers, for example, is bad for us due to their high fat content. Sweets with lots of sugar can rot our teeth. Everyone should eat a lot of vegetables and fruit every day to help keep their body fit and well.

(CEFR B1)





Sample answers | B1: Where do you live?

I live in a town in Italy, its name is Pavia. It is small, but it is very beautiful. There is a university there and some shops, a supermarket and parks for playing games and relaxing. For me, it is a nice place to live because it has sunny weather and not too many cars. And my friends and family live there, so I like it very much.

(CEFR A2)

My house is located in Prague in Czech Republic. It's the capital city, and I've lived there for more than 10 years. I like the urban life the city provides. There are many things to do for local people and for tourists. I live in a pleasant part of the city, but it's quite far from the city centre. Near my house, there are plenty of shops and other places for sports and entertainment. I need to catch a tram to make it to the city centre.

(CEFR B1)

Sample answers | B2: I like watching films at home. Where do you like watching films?

For me, it's good to go to the cinema to watch a film. It's more exciting, and I like eating the cinema food. The film is very big in the cinema. But, also, I like watching films in my house. It's comfortable because I like my sofa, and I can eat and drink what I have in my kitchen. I sometimes ask friends to come to my house. So, we watch films together.

(CEFR A2)

I also like watching films in my house. There isn't a cinema near my house, and often I don't want to travel to the city centre. In my house, it's very easy to watch whatever I feel like. I just need to press a button and my TV will give me a lot of choice using different apps. I like to watch films in my living room. We have the TV screen on the wall, so it's a little bit like the cinema experience.

(CEFR B1)

Sample answers | B3: What films do you think people should watch?

It depends. People can watch films that they like. Some people like funny films and others like action films with cars and fighting and so on. Just watch what you like, because other films are not interesting to you, so it is not necessary to watch films if you don't like them. For example, some people think documentary films are boring.

(CEFR A2)

I think people should watch different kinds of films. If we always watch the same kind of films, we will become bored. It is good for education to see true stories, and comedy and sci-fi films. They are very different, but usually we can learn something when we watch a film, and especially if we discuss it afterwards.

(CEFR B1)



Sample answers | C1: What sports do you like?

I like all of the sports. For me, all sports are interesting, and I watch sports every day online or on TV. Some sports like tennis are very exciting, and in others I like to see the different players. Like football and basketball – the players are amazing. And sometimes I go to sports matches too, but the tickets are expensive in my country.

(CEFR A2)

I'm not particularly interested in sports, but I do like swimming. I usually go swimming in a regular pool near my house – perhaps three times per week. But, in the summer, I swim in a lake in the countryside. The water is warm and it's very beautiful. You can bathe in the shadows beneath the trees. I don't like watching sports on TV unless it's an important competition like the Olympics, or World Cup football.

(CEFR B1)

Sample answers | C2: I want to save money. How can I do that?

You can stop shopping. For example, don't buy clothes or other things. Many people don't need to buy clothes, but they like it. If you don't buy clothes, you will have more money. Um, maybe don't go out with your friends at the weekends. You can go to your house to relax and play games – you don't need money.

(CEFR A2)

For me, the best way to save money is to open a bank account for saving money, and deposit money in it every month. You can decrease your spending a little bit for everything. Make a list before you go to the supermarket, and make sure that you only buy what is on the list. This will help to cut down on spending. Also, don't buy things if you don't need them. Many people buy all kinds of things which they don't need. And you can sell some things and put that money you make in the bank.

(CEFR B1)

Sample answers | C3: Why is money important?

People cannot do anything without money. We need it for buying things we need for life, like food and paying for homes and cars and gas and so on. If we have money, we feel more positive. Our life is good, and we don't worry about things. Also, we can make progress in life – we can pay for new things.

(CEFR A2)

Money is what makes all the things in the world work. We need to get money from our job so we can purchase things. And it helps us to improve our lives in general. If something breaks or we need to buy things, then we must have money. For some people, money is not particularly important – they don't want to earn lots of money. But, still, they have to live, so they need to spend money, even if it is just a small amount. To be happy, it's important to have some money.

(CEFR B1)

Sample answers | 1.2 Delivering a prepared talk

Owing to the nature of the prepared talk, there are no examples for this task. This gives you flexibility in approaching this task.



Sample answers | 1.3 Interacting

Sample answers | A: Furniture

Interaction: Hi. How is it going?

Follow-up question: I hurt myself last weekend. Can you ask someone else?

Interaction: Hello Max. I'm okay, but I have a little problem. I need to move the sofa, the blue one in the dining room, into the living room. It's too big for the dining room. We need more space for the table. I think the sofa is better in the living room. It's very comfortable. I want to relax on it and watch TV, but it's too heavy for me. Can you help me? I think we can do it together – it will be easy and will not take long.

Follow-up: Oh no, I'm sorry about that. I didn't know. What happened? Did you visit the doctor? Er... I think I can ask another friend, Amy. She's at work now, but when she comes home later, maybe she can help me. Or I can call my father. He's strong, so we can move the sofa no problem... I hope you feel better soon.

(CEFR A2)

Interaction: Hi Maria, um, I'm fine thank you, but I would like some help with something. Um, do you have a little bit of free time now to help me with something? What I need is to move some furniture. It's a quite large sofa which means I cannot move it by myself. It's very heavy, so it's better if two people move it – then I think it will be much easier. Is that okay for you? It's just going to another room in my house, not upstairs, so I don't think we will need too much time.

Follow-up: Oh no, are you okay? How did you hurt yourself? I hope it isn't too painful for you and you will feel better soon. Er, yes, anyway I could ask my neighbour to help me, I think. He is very friendly, and he likes to help me. Last week, he helped me with some jobs in the garden. I'll send him a message to ask if he has any free time.

(CEFR B1)



Sample answers | B: Present

Interaction: Hello. How can I help you?

Follow-up question: Actually, we've run out of that item, but I could have a look for something similar if you want?

Interaction: Hello... er... I have a problem. I want you to help me. Last week I bought a lamp for my mother. I did it with your website. But still it hasn't arrived. I got an email from your company. It said you sent the lamp to me. This is a problem for me because this week it is her birthday. I wanted this present for her. Do you know what will happen? And what can you do? Can you tell me where the present is?

Follow-up: Um... let me think. Maybe this is okay. But I want to look at the other lamp before I buy it. I want the same colour. It's green. My mother's favourite colour. If the lamp is not the same colour I don't want it. Can you email me so I can see the other lamp, and then I can decide?

(CEFR A2)

Interaction: Good morning, I'm calling you about a thing I ordered from your company. It did not arrive, and it was a present for my mother. It is a black and white lamp, and I ordered it last Monday. I have the order number in an email from your company. I want to know what you will do about this situation. For me, it's not good. Will the lamp arrive? What should I do now? Can you help me to solve this problem?

Follow-up: Um, I don't know about that. I looked on your website, and I don't like the other designs. This one my mother liked a lot. Maybe you can just give me a refund. Or do you have another thing – like something to put flowers in, or maybe a bowl to put fruit in or something like that?

(CEFR B1)



Sample answers | C: Group work

Interaction: Hi. What do you want to see me for?

Follow-up question: I understand that it's a difficult situation, but you have to manage it yourselves. It's not fair on the other groups if I change yours.

Interaction: Hello Mr Jackson. We have a problem in our group. There are three of us: me, Carlos and Rina. I like them very much. They are my friends, and we like to study. But there is one problem. Rina is not working hard. Me and Carlos study a lot for the project. We read lots of information online, and we wrote lots of information. But she did nothing. We want you to change the group so we have a better student.

Follow-up: Okay, yes, I know you are correct, but I don't think we can do it ourselves. Other groups don't have this problem, just our group. Maybe you can help us. We don't want to say bad things to Rina, but we want good points for the project. Maybe we can all have a meeting to discuss the problem?

(CEFR A2)

Interaction: Hello Mrs Hudson, I would like to speak with you about a student in my group. There are four of us, and we're doing a project about the environment. It is very interesting, and I want to get good marks for the project. My friends in the group do, too. But there is a problem because one of the other students is not doing very much. So, I am worried that we will get a bad mark. What can we do about this situation? Can you change our group and change this student for someone different?

Follow-up: Well, okay, but I don't know how we can do it on our own. I mean, it's difficult to know what to say, and I am not the boss of the group. I think it would be better if you said something. We don't want to break off our friendship with this student. We just want him to work harder to help us all get good marks for the project. Will you help us?

(CEFR B1)



Sample answers | D: Library book

Interaction: Hello. How can I help you?

Follow-up: Unfortunately, the university library cannot accept gifts from the public.
All new books must be ordered from one seller.

Interaction: Good morning, I hope you can help me. I have a little problem, and I don't know what I should do. I borrowed this book from the library last week, and I damaged it by mistake. It was on my desk, and I was reading it, but suddenly I spilled a cup of coffee, and now the book has a coffee mark. Can you see – here on these pages? So, I think I should buy a new book for you. Where can I buy a new book for you?

Follow-up: Oh no, um, I didn't know this. Well, maybe I can pay for the book and you can order it? Or is there something else I can do instead? I could buy some magazines or something else for the library. Do you need anything? I want to say sorry for damaging this book, so can you tell me what I can do?

(CEFR A2)

Interaction: Hello, I want to explain something about a book I borrowed from this library. Last week I borrowed this book for my project. I was reading it on the bus, and I dropped it on the floor. Now it is dirty, and some of the pages are ripped. I don't know what the rules are for this problem – do I have to buy a new book for the library? That's no problem for me – just tell me what to do.

Follow-up: Oh, I see. Um, well, if I can't buy the book for you, is there a way to pay for it? I could transfer some money to the library from my bank account. Maybe I should speak to the library manager so we can discuss this problem. Do you have an email or phone number for them? And then I can contact the manager to explain everything.

(CEFR B1)

Sample answers | 1.4 Summarising a talk or conversation

Sample answers | A: Cooking

Summary

I heard two people talking about learning cooking. Many people want to learn to cook like you, but they don't know how. How they learn is difficult. Her advice is to watch chefs cooking. She says there are many shows online, and they are good for learning. You can learn about dishes from other countries if you watch videos on the internet. The man also says watching TV is a good idea. And the chef likes to get recipes from magazines. These sound like some useful ideas for you, I think.

Is it better to eat in restaurants or at home?

For me, eating at home is better because I like cooking. I like to practise cooking for my friends. Also, for me, restaurants are very noisy – it's not a relaxing place for me. If I cook at home, it is relaxing, and everyone can enjoy their time. Sometimes I don't think restaurant food is very good.

(CEFR A2)

Summary

You know you were talking about the problem of learning to cook? Well, I heard an interview with a chef about it on the radio. She had two really good ideas. The first one was about watching cooking videos. She said you can learn how to cook from different countries. The interviewer and the chef also talked about TV shows because many people on cooking competitions do it wrong. You can watch them, so you do not make the same mistakes! And the second idea was trying recipes from magazines for your family and asking for opinions. Yes, I think you should try each of these ideas, then you will know what is better for you.

Is it better to eat in restaurants or at home?

I'm not sure. It's fantastic to go to a good restaurant – you can celebrate something or enjoy time with your friends. It's also easy if you are busy... And you don't have to wash the dishes after. But some restaurants are not so good, so you waste your money. And also, cooking at home is healthier. I also think cooking is a good way to relax.

(CEFR B1)



Sample answers | B: Exercise

Summary

The man says that gyms are good and bad. They are good because they have many machines for exercise. It is good to see other people exercise, too – then you don't stop! But they are bad because there are many people, and the music is too loud. It can be better to do exercise in your house. It's easy, cheap and convenient for you. Also, you have to spend money at the gym. Maybe something like Vaughn's online gym would be good for you.

What is the best form of exercise?

I think that walking is the best form of exercise. If you run all the time, it is bad for your body. You can get hurt and then cannot do it. Anyone can do it with no problem. You don't need machines or things, just some good shoes. It is better for our health than other exercise.

(CEFR A2)

Summary

I heard a fitness trainer on a podcast the other day. I know you want to do more exercise, so maybe his online classes are interesting for you. He said that it is good to go to the gym because you can use their machines. But I know you don't like it! Anyway, also he said that it is good to exercise at home. If you have a little equipment you can exercise at home. It will save you a lot of time because you don't need to travel to the gym. I think this would be great for you. You can do it in the morning before you go to your job and in the evening when you come home. It is online, so it's easier for you than going to the gym.

What is the best form of exercise?

In my opinion it depends on what exercise you like. If you don't like playing sports like football or tennis, don't do it. If you like swimming you should do it. You must do what you like because if you don't, it is difficult to continue. The most important thing is that we should do exercise every day or at regular times every week to be fit and healthy.

(CEFR B1)





Sample answers | C: Zoos

Summary

Hello Naomi – how are you? I know you are doing a presentation about zoos for university. It's funny, yesterday I listened to a discussion about the topic. It was on the radio. Two people talked about zoos. They are both workers in zoos. They talked about the purpose of zoos – it is to take care of animals. Many zoos are good at caring for animals... But some zoos are not as good. Some zoos are there for entertainment. I agree that zoos are good, as long as good people work there.

How can we help wild animals?

Zoos are good for a few animals. But animals need lots of open spaces. For example, birds live in trees, so we should not cut down too many trees. And fish live in the ocean, so we should keep the seas clean.

(CEFR A2)

Summary

I heard a radio programme yesterday, and I think it could be useful for your presentation. Two people were talking about zoos. They said the reason for zoos is to protect and care for animals. But the people said some zoos are bad, and the animals don't have enough space for exercise and so on. They also said that there should be some laws or something to stop bad zoos – you know, where someone comes and checks that the zoo takes good care of the animals. I think zoos should be big, and they should not have people visit just to look at animals. I think that the only people in zoos should be vets and other zoo workers and not tourists.

How can we help wild animals?

We need to think about the environments that they live in. Nowadays, for example, there is a problem with rubbish in the sea. That is not good for sea life. We need to respect animals and keep the environment clean.

(CEFR B1)



1.6 Speaking module scripts



You will not see the scripts in ISE Digital. These are provided in this book for study purposes only.

Scripts | 1.4 Summarising a talk or conversation

Script | A: Cooking

 23

Interviewer: Today I'm talking to chef Annabel Ford about learning to cook. Lots of people want to know how to cook better, but they don't always know where to start. What advice do you have for them, Annabel?

Chef: I think the best way is to watch other chefs cook. There are thousands of videos online, so my advice is to watch other people. You can watch chefs make dishes from all over the world.

Interviewer: That's a great idea! I also like to watch TV shows about cooking. You know, the competitions where people have to cook the same dishes and there is a winner.

Chef: Oh yes! They are very funny to watch. And you can learn a lot too, especially when people make mistakes. You can see what happens!

Interviewer: What do you do to improve your cooking skills?

Chef: I really like to buy food magazines and try new recipes. I cook new recipes at the weekends for my family. I ask them what they think. And then I make the same recipe again. It's a good way to improve.

Script | B: Exercise

 26

Man: Gyms are great places to get fit. Of course they are! They have lots of equipment. They have trainers who can help and guide you. And seeing other people exercise can help you to keep exercising. But they are not for everybody. They can be far from home or open at awkward times. They can be noisy and busy. They play music that not everybody likes. And they can be very expensive. But with my at-home exercise class, you get many of the advantages of a gym and none of the disadvantages. My online programme is cheap, and you will have your own plan. You only need one or two small pieces of equipment. There's no need for a running machine. It's easy to do more exercise too – because you can do it before work, at lunchtime or when it fits with your schedule. Go to our website, VaughnsGym.com, to register.

Woman: As a manager of a zoo, I believe zoos do good work to care for and protect lots of different animals. Without zoos, many animals would be in danger because people hunt them and damage the environments where they live.

Man: I agree with you. I work in a zoo, and I take care of the small monkeys. My job is to feed them and care for them so they have comfortable lives. Many of the animals that come to the zoo where I work have been rescued, and we give them a safe place to recover.

Woman: Hmm. Some people have a less positive view of zoos. The reason is that there are some zoos that are more interested in entertainment than caring for animals. We should make sure that the animals get exercise and have plenty of space to move around. In my opinion, there should be rules and systems to check that zoos care for animals properly.

Man: Absolutely. You know, I also think zoos should help people learn about the animals that are in our care. We should show visitors how important it is to care for the planet so that animals are not affected by how we live.

2. Listening module

Introduction to the Listening module

In the ISE Digital Listening module, you are tested in up to four different task types. You will see tasks that match your English level and no more than 30 questions. Once you have completed a task, you cannot go back to change your answers.

Use the practice questions in this section to help prepare for the actual exam. The level of each task is given to help you understand your language level. This information will help you decide what to study so that you can best develop your language skills.

	Listening to a description	Listening to a conversation	Listening to a discussion	Listening to a talk
Number of speakers	1 speaker, heard twice	2 speakers, heard twice	3 speakers, heard twice	2 speakers, each heard once*
Length of recording (excluding instructions and the repeat, if applicable)	1-1.5 minutes	1.5-2.5 minutes	3-3.5 minutes	2-2.5 minutes (for each speaker)

Task: Listening to a description

Summary	Listen to an audio description of a person, place, object or activity. You will answer multiple-choice questions about what you hear. The audio plays twice.
Focus	You show that you can: <ul style="list-style-type: none"> understand the gist of the overall description understand specific detail within the description make inferences or evaluations
Number of questions	2-4

Task: Listening to a conversation

Summary	Listen to a conversation between two people about one topic. The speakers could be friends or colleagues. They know each other and are friendly. You will answer multiple-choice questions about what you hear. The audio plays twice.
Focus	You show that you can: <ul style="list-style-type: none"> understand the overall conversation and its context understand the main points and specific details understand the interaction between the speakers and the speakers' aims understand the language functions used make inferences and evaluations synthesise information
Number of questions	3-6

* The speakers cover the same information.



Task: Listening to a discussion

Summary

Listen to a discussion between three people on one topic. The speakers could be classmates, teachers, colleagues or public figures. Each person will share their views. You will answer multiple-choice questions about what you hear.

The audio plays twice.

Focus

You show that you can:

- ▶ follow an interaction between multiple speakers
- ▶ understand the overall discussion and how different parts of the discussion link together
- ▶ identify the speakers' opinions, attitudes, responses and goals, even if these are not directly expressed
- ▶ make inferences and evaluations
- ▶ synthesise information

Number of questions

4-8

Task: Listening to a talk

Summary

Listen to a talk or presentation by one speaker. This talk is formal. Then, listen to someone retelling the talk in informal language. You will answer multiple-choice questions about what you hear.

The audio, which includes the talk and retelling, plays once. The retelling repeats the same information covered in the talk.

Focus

You show that you can:

- ▶ understand the overall talk and its retelling
- ▶ follow the speakers and the text organising features
- ▶ understand informational content
- ▶ make inferences and evaluations
- ▶ synthesise information

Number of questions

4-8

Audio files

Audio files are numbered and have the  icon.



2.1 Listening to a description

Instructions

You will hear a short description. Answer the questions while you listen.
You will hear the description twice.

- ▶ In the exam, you will have **15 seconds** to read the questions before the audio recording starts.

A: Cat

CEFR A1 | 31



1. How is the man's cat different from other cats?

- a) She sleeps in the kitchen.
- b) She sleeps outside.
- c) She sleeps in the rain.
- d) She sleeps on the floor.

2. What food does the cat like?

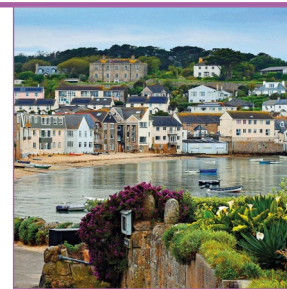
- a) cat food
- b) meat
- c) vegetables
- d) fish

3. What is the man's opinion of his cat?

- a) She is funny.
- b) She is exciting.
- c) She is beautiful.
- d) She is clever.

4. What is the man talking about?

- a) his house
- b) his garden
- c) his pet
- d) his job



B: The Isles of Scilly

CEFR A2 | 32

1. Why is Scilly warmer in winter?

- a) because it is further south
- b) because it is always cloudy
- c) because it is near London
- d) because it is in the ocean

2. What does the speaker think about recent summers in London?

- a) They were too cool.
- b) They were too wet.
- c) They were too long.
- d) They were too hot.

3. What makes Scilly a good place to visit?

- a) It is easy to get to.
- b) It has lots to do.
- c) It is snowy in winter.
- d) It is pleasant all year.

4. What is the main topic of the description?

- a) the summer weather in Britain
- b) why people prefer cool weather
- c) a place with great weather
- d) the weather around the world



C: Trams

CEFR B1 | 🎧 33



1. When was the first tram service in Melbourne?

- a) 1885
- b) 1700
- c) 1906
- d) 1940

2. What do visitors to Melbourne find unusual about the tram system?

- a) the age of the tram system
- b) the cost of some journeys
- c) the number of passengers
- d) the length of the lines

3. What problem with the trams does the speaker mention?

- a) They can be too slow.
- b) They get very crowded.
- c) They close at weekends.
- d) They start late in the day.

4. What is the speaker's main aim?

- a) to compare her local trams
- b) to promote city tram systems
- c) to describe a city tram network
- d) to advertise tickets for trams



D: Oysters

CEFR B1 | 34



1. How does the man start the podcast?

- a) by introducing Galway's people
- b) by describing Galway's history
- c) by exploring Galway's city centre
- d) by explaining Galway's surroundings

2. Which quality is most important for people to win the contest?

- a) creativity
- b) skill
- c) strength
- d) patience

3. What did the speaker's partner enjoy about the trip?

- a) cultural activities
- b) famous monuments
- c) impressive nature
- d) pleasant weather

4. What is the main purpose of this podcast?

- a) to explore traditions
- b) to review restaurants
- c) to describe occupations
- d) to explain issues

2.2 Listening to a conversation

Instructions

You will hear a conversation. Answer the questions while you listen.
You will hear the conversation twice.

- ▶ In the exam, you will have **25 seconds** to read the questions before the audio recording starts.

A: Pets

CEFR A2 |  35



1. What surprised the man about his dog?
 - a) how much it cost to buy
 - b) how much his children loved it
 - c) how much food it eats
 - d) how quickly it grew up
2. What do the speakers agree about?
 - a) It's easy to choose a pet.
 - b) Dogs are the best pets.
 - c) Pets are good for children.
 - d) Every family should have a pet.
3. What do the man's children enjoy?
 - a) giving their dog a bath
 - b) playing with their dog
 - c) taking their dog for a walk
 - d) choosing dog food
4. Why does the man suggest going to the pet shop?
 - a) to help choose a pet
 - b) to learn more about dogs
 - c) to entertain the children
 - d) to buy some dog food
5. What will the woman do next?
 - a) visit an animal centre
 - b) discuss it with her husband
 - c) read about pets online
 - d) talk to her neighbours
6. What is the main topic of the conversation?
 - a) problems with a pet
 - b) where to buy pets
 - c) getting a family pet
 - d) how to clean pets



B: Holidays

CEFR A2 | 36

1. How does the man feel about his last holiday?

- a) It was noisy.
- b) It was boring.
- c) It was short.
- d) It was busy.

2. What does the man want to do on his holiday?

- a) be in the countryside
- b) see a busy city
- c) relax in a swimming pool
- d) learn about another culture

3. What does the man think about going to Italy?

- a) It would be too hot.
- b) It is too far away.
- c) The price is too high.
- d) He would enjoy it.

4. What does the woman suggest the man should do?

- a) plan the trip himself
- b) go with another friend
- c) join an organised tour
- d) go on holiday with her

5. What is the man going to do next?

- a) read about walking tours
- b) send Anna an email
- c) book a flight online
- d) contact a travel agency

6. What is the conversation about?

- a) deciding where to go on holiday
- b) talking about past holidays
- c) difficulties when travelling
- d) advantages of travelling alone



C: Journey to work

CEFR B1 | 37

1. What does the man think about his journey to work?
 - a) It's long.
 - b) It's easy.
 - c) It's fun.
 - d) It's tiring.
2. How did the woman travel to work this morning?
 - a) on foot
 - b) by bicycle
 - c) by train
 - d) by bus
3. Why did the woman stop driving to work?
 - a) to get fitter
 - b) to save money
 - c) to help the environment
 - d) to reduce stress
4. What is the woman's main purpose in this conversation?
 - a) to complain about the roads in the city
 - b) to instruct the man how to save money
 - c) to describe her journey to work
 - d) to explain the good things about cycling
5. How does the woman encourage the man to cycle?
 - a) She says his ride home is short.
 - b) She says he will improve.
 - c) She says he is fit enough.
 - d) She says she will help him.
6. How do the man and woman know each other?
 - a) They live together.
 - b) They work together.
 - c) They travelled together.
 - d) They studied together.



D: Running

CEFR B1 | 🎧 38

1. Why has the man started swimming?

- a) to keep training when he is sore
- b) to prepare for a swimming event
- c) to recover from an injury
- d) to build his muscles

2. What happens to both speakers after swimming?

- a) They eat a big meal.
- b) They feel tired out.
- c) They go to sleep.
- d) They feel hungry.

3. How has weight training helped the woman's running?

- a) She feels less pain.
- b) She runs uphill better.
- c) She gets tired less quickly.
- d) She breathes more easily.

4. What is the man going to do after this conversation?

- a) join a gym
- b) run uphill
- c) go swimming
- d) eat a meal

5. What are the speakers' attitudes to training?

- a) They like to stick to the same exercises.
- b) They like to try new ways to improve.
- c) They like to compete with each other.
- d) They like to watch videos about running.

6. What is the topic of this conversation?

- a) choosing the best local runs
- b) techniques for winning
- c) how to enjoy running
- d) preparing for a long run



2.3 Listening to a discussion

Instructions

You will hear a discussion. Answer the questions while you listen.
You will hear the discussion twice.

- ▶ In the exam, you will have **30 seconds** to read the questions before the audio recording starts.

A: Cooking in schools

CEFR A2 | 🎧 39

1. How often do the pupils at Sam's school have cooking classes?

- a) every two weeks
- b) every day
- c) every three weeks
- d) once a week

2. Why does Sam complain about cooking classes?

- a) because they are not useful
- b) because they make a mess
- c) because they cost a lot of money
- d) because they are dangerous

3. What does Clara think about children cooking in schools?

- a) It should only be for future chefs.
- b) Most people don't want to do it.
- c) It helps to prepare her workers.
- d) Schools already do it enough.

4. Why does Sam mention maths?

- a) because maths teachers say this subject is important
- b) because maths is helpful in cooking lessons
- c) because everybody at the school studies maths
- d) because maths is his favourite subject

5. How did Clara first learn to cook?

- a) from private lessons
- b) from her father
- c) from a teacher
- d) from books





6. What do Sam and Clara both think about parents?

- a) Parents should learn to cook first.
- b) Many parents cannot teach cooking.
- c) Their parents' cooking was tasty.
- d) Parents should teach children easy things.

7. What does the radio presenter want from listeners?

- a) stories about their parents' cooking
- b) recipes for children to learn
- c) opinions about school cooking
- d) questions for the two guests

8. What is the main topic of the discussion?

- a) why children like cooking
- b) cafeterias in schools
- c) creating delicious meals
- d) teaching children to cook





B: Green holidays

CEFR A2 | 🎧 40

1. According to Keira, why might camping be a good holiday?

- a) It helps people make friends.
- b) It is great in the summer.
- c) It is suitable for families.
- d) It helps people to learn.

2. What do Keira and Josh disagree about?

- a) whether hotels are relaxing
- b) whether camping is healthy
- c) whether camping is fun
- d) whether hotels are warm

3. What does Keira think about hotels?

- a) They are expensive to run.
- b) They are difficult to book.
- c) They are bad for nature.
- d) They are boring for children.

4. Why do so few hotels use green electricity?

- a) It costs too much money.
- b) It needs particular weather.
- c) Its technology is not ready.
- d) Its equipment uses too much space.

5. What have many hotels stopped doing every day?

- a) cleaning rooms
- b) washing towels
- c) heating rooms
- d) preparing food

6. What do both Keira and Josh agree people should do?

- a) take holidays close to their home
- b) find information about their holiday
- c) be friendly with other guests
- d) clean up areas for other guests

7. What does Josh think overall?

- a) Managing a hotel is a difficult job.
- b) Hotels should use less water.
- c) Some hotels help the environment.
- d) Holidays in hotels are popular.

8. Who is this discussion useful for?

- a) staff working in hotels
- b) people choosing a holiday
- c) green energy companies
- d) doctors in tourist places



C: Work

CEFR B1 | 🎧 41

1. What does the presenter ask Anna about first?
 - a) laws about young people working
 - b) the best type of part-time job
 - c) advantages of part-time work
 - d) reasons that young people work
2. What proportion of UK 17-year-olds have part-time jobs?
 - a) 1 in 10
 - b) a fifth
 - c) 14%
 - d) half
3. What do Henry and Anna think motivates young people to work?
 - a) They want to learn skills.
 - b) They want to earn money.
 - c) They want to grow up.
 - d) They want to leave school.
4. According to Henry, what is the biggest benefit of part-time work?
 - a) learning the value of money
 - b) doing a range of activities
 - c) improving confidence
 - d) meeting lots of different adults
5. What do Anna and Henry disagree about on university applications?
 - a) the importance of passing exams
 - b) the need to earn money beforehand
 - c) the benefits of having work experience
 - d) the difficulties of studying abroad
6. Why was working in a restaurant useful for Anna?
 - a) She learnt cooking skills.
 - b) She made a lot of money.
 - c) She met interesting people.
 - d) She realised her real interests.
7. What is Henry's attitude about part-time work?
 - a) It is less important than school.
 - b) All teenagers should avoid it.
 - c) It is important for practical skills.
 - d) Some jobs are better than others.
8. What is the main purpose of the conversation?
 - a) to show how part-time work has changed
 - b) to encourage more young people to work
 - c) to discuss the benefits of part-time work
 - d) to compare different part-time jobs



D: Video games

CEFR B1 | 42

1. How did the presenter first feel about the topic?

- a) annoyed
- b) surprised
- c) excited
- d) worried

2. What does David think is good for developing problem-solving skills?

- a) chess
- b) video games
- c) team sports
- d) puzzles

3. What was the report about?

- a) abilities linked to games
- b) jobs in the game industry
- c) recent changes in games
- d) number of gamers

4. According to both David and the presenter, what is the effect of driving games on people?

- a) They can teach people to drive.
- b) They can make people look good.
- c) They can make them worse drivers.
- d) They can teach people to think quickly.

5. What do Jessica and David think people need in their jobs?

- a) good cooperation
- b) quick thinking
- c) strong maths
- d) clear writing

6. Why is it hard for companies to hire young people?

- a) Their CVs are boring.
- b) They are quiet in interviews.
- c) They have similar knowledge.
- d) They apply for the wrong jobs.

7. What conclusion does David reach?

- a) Video games are a waste of time.
- b) The report is worth reading.
- c) Gamers are unreliable people.
- d) Companies have changed a lot.

8. What is the discussion about?

- a) jobs for the gaming generation
- b) ways to get better at gaming
- c) children playing video games
- d) choice of video games available

2.4 Listening to a talk



Instructions

You will hear a talk. Then you will hear another person summarise the talk. Answer the questions while you listen. You will hear each person only once.

- ▶ In the exam, you will have **30 seconds** to read the questions before the audio recording starts.

A: College course

CEFR B1 |  43



1. What can we infer about the Sports Science department from the beginning of the talk?
 - a) They have a new head of department.
 - b) They have employed new teachers.
 - c) They have spent money on new things.
 - d) They have changed their name recently.
2. What made the Sports Science department change the course recently?
 - a) The students were unhappy.
 - b) There was too much science.
 - c) The teachers wanted something new.
 - d) Some companies suggested it.
3. What kind of work will students do most?
 - a) group projects
 - b) essays
 - c) presentations
 - d) exams
4. What does the presenter think would help students manage the course?
 - a) being confident
 - b) being competitive
 - c) being relaxed
 - d) being organised
5. What is the student looking forward to?
 - a) work experience
 - b) the business module
 - c) group projects
 - d) science lectures
6. What do both speakers agree that students should do?
 - a) work on their own
 - b) be quiet in classes
 - c) ask lots of questions
 - d) communicate clearly



7. What is the student's opinion of the presenter?

- a) She is funny.
- b) She is fair.
- c) She is strict.
- d) She is clever.

8. What is the main reason for the talk?

- a) to welcome new students
- b) to advertise a course
- c) to explain some rules
- d) to give study advice





B: Sales

CEFR B1 | 44

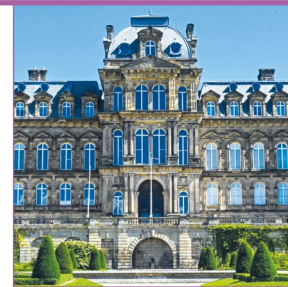
1. What do older customers like about The Classic lamp?
 - a) its material
 - b) its price
 - c) its style
 - d) its size
2. What does the man think might be responsible for bad sales of The Nudge lamp?
 - a) design problems
 - b) customer reviews
 - c) expensive prices
 - d) poor adverts
3. According to the man, what should the company do about The Nudge lamp sales?
 - a) spend more on advertising
 - b) train the sales team
 - c) reduce the price of some lamps
 - d) talk to their customers
4. What do both the man and woman say about the company?
 - a) The products are too old-fashioned.
 - b) The employees ask good questions.
 - c) The managers are professional.
 - d) The designers need more ideas.
5. What did the woman think about the presentation?
 - a) It was complicated.
 - b) It was short.
 - c) It was funny.
 - d) It was boring.
6. What do the man and woman disagree about?
 - a) how to solve the problem
 - b) how much time they have
 - c) why the lamps are good
 - d) what to do at the next meeting
7. What is the main focus of the presentation?
 - a) improving sales
 - b) designing products
 - c) increasing range
 - d) reducing costs
8. What is the purpose of the presentation?
 - a) to explain responsibilities
 - b) to introduce a product
 - c) to discuss a competitor
 - d) to update employees



C: Library

CEFR B1 | 45

1. What should the audience do if they have a question?
 - a) interrupt the speaker
 - b) wait until the end
 - c) put up their hand
 - d) ask their teacher
2. How are the rules different for library users from outside Oxford University?
 - a) They can't take books home.
 - b) They can't stay in the library.
 - c) They can't get a library card.
 - d) They can't request special items.
3. How old is the library?
 - a) around 500 years old
 - b) around 140 years old
 - c) around 700 years old
 - d) around 130 years old
4. What does the man enjoy telling the visitors about most?
 - a) stories about famous students
 - b) the library's special collections
 - c) movies filmed in the library
 - d) the design of the library
5. What does the library need in order to increase the digital collection?
 - a) more money
 - b) more computers
 - c) more staff
 - d) more time
6. Which part of the man's description does the woman think was less interesting?
 - a) who can use the library
 - b) fun facts about the library
 - c) the history of the library
 - d) the digital collection
7. Who is the audience for the first talk?
 - a) parents of young people
 - b) current Oxford students
 - c) foreign visitors
 - d) university applicants
8. What did the woman want to know more about?
 - a) the movies filmed at the library
 - b) the library card system
 - c) the library's digital project
 - d) the previous 'readers' at the library



D: Museum

CEFR B1 | 46

1. What was the original purpose of the building?

- a) an art gallery
- b) a family house
- c) a palace
- d) a theatre

2. Why did John and Joséphine Bowes build the museum?

- a) to show they were rich
- b) to educate people
- c) to become famous
- d) to keep their art safe

3. What does the woman suggest about the museum?

- a) It is popular with local people.
- b) Most people come to see one machine.
- c) There is a similar museum in Paris.
- d) There should be more modern art.

4. What does the woman think is sad about the museum?

- a) The owners never saw it finished.
- b) The building was unfinished.
- c) The original plans disappeared.
- d) The building has changed too much.

5. What does the woman advise you to spend time seeing?

- a) the gardens
- b) the renovations
- c) the galleries
- d) the activities

6. What was the man surprised by?

- a) the silver mechanical swan
- b) the style of the new galleries
- c) the length of the tour
- d) the number of famous paintings

7. What do both speakers like about the museum?

- a) It has a lot of events.
- b) It is in a convenient location.
- c) It is good for families.
- d) It has excellent food.

8. What is the main topic of the talk?

- a) when to see the museum
- b) different events at the museum
- c) who designed the museum
- d) the history of the museum



2.5 Listening module answers

2.1 Listening to a description

A: Cat	CEFR A1	1b / 2c / 3a / 4c
B: The Isles of Scilly	CEFR A2	1d / 2d / 3d / 4c
C: Trams	CEFR B1	1a / 2b / 3b / 4c
D: Oysters	CEFR B1	1d / 2b / 3c / 4a

2.2 Listening to a conversation

A: Pets	CEFR A2	1c / 2c / 3b / 4a / 5b / 6c
B: Holidays	CEFR A2	1b / 2a / 3d / 4c / 5d / 6a
C: Journey to work	CEFR B1	1d / 2b / 3a / 4d / 5c / 6b
D: Running	CEFR B1	1a / 2d / 3c / 4b / 5b / 6d

2.3 Listening to a discussion

A: Cooking in schools	CEFR A2	1d / 2c / 3c / 4a / 5b / 6b / 7c / 8d
B: Green holidays	CEFR A2	1c / 2a / 3c / 4a / 5b / 6b / 7c / 8b
C: Work	CEFR B1	1a / 2b / 3b / 4d / 5c / 6d / 7a / 8c
D: Video games	CEFR B1	1b / 2d / 3a / 4c / 5a / 6c / 7b / 8a

2.4 Listening to a talk

A: College course	CEFR B1	1c / 2d / 3a / 4d / 5c / 6c / 7b / 8a
B: Sales	CEFR B1	1c / 2c / 3d / 4b / 5b / 6b / 7a / 8d
C: Library	CEFR B1	1b / 2a / 3c / 4c / 5d / 6a / 7d / 8c
D: Museum	CEFR B1	1a / 2b / 3b / 4a / 5a / 6d / 7c / 8d





2.6 Listening module scripts

You will not see the scripts in ISE Digital. These are provided in this book for study purposes only.

Scripts | 2.1 Listening to a description

Script | A: Cat

31

My cat is not like other cats. Most cats sleep inside all day, but my cat sleeps in the garden. I often watch her from my kitchen window. She sleeps on a chair in the sun. But she comes inside when it rains. Also, she eats funny things. When she was young, I gave her cat food, but she didn't eat it. She ate my food – things like vegetables, rice and eggs!

I work in my house, and my cat likes to sit on my computer in the afternoon. She watches me work. I give her some water, and I have a cup of tea. When I finish work, I like to go for a walk in the park. When I come back, my cat is happy to see me. I make dinner for both of us. We eat dinner together. I think it's great.

(CEFR A1)

Script | B: The Isles of Scilly

32

Hello everybody. Welcome to *The Weather Show*. Today we are looking at a place that some people think has the best weather in the world. Britain is not famous for great weather. Often the weather is cloudy and rather cold. But there is a small group of islands near Britain where the weather is a bit different. They are called the Isles of Scilly. Local people call it Scilly.

The Isles of Scilly are in the Atlantic Ocean. The ocean keeps the temperature very mild. So cold weather is rare.

Of course, Britain has had some hot and uncomfortable summers recently, particularly in the capital city, London. But, although the Isles of Scilly are further south than London, they are milder in summer. There is lots of sunshine in the summer, so if you love warm, sunny weather it's perfect.

Going to Scilly is not an easy journey, but it's popular with tourists. Many people visit each year to enjoy the lovely beaches and quiet life. And, because the weather is never too hot or too cold, people visit all year round.

(CEFR A2)



Script | C: Trams

33

Hello everyone, this mini presentation is about the trams in Melbourne, Australia.

Now, Melbourne has the largest tram network anywhere in the world. The city has 24 tram routes and more than 1,700 stops. Since 1940 all the trams have been electric, but the first ones were cable line trams. They opened in 1885, with electric trams joining the network in 1906. The trams helped the city's business district develop quickly because it was cheap to travel into the city from the suburbs.

Nowadays, both residents and tourists travel on the trams a lot. Over 200 million passengers use the trams each year. It's a quick and popular way to travel around the city. What surprises many passengers is that if you only travel in the city centre, you don't need to buy a ticket. This is great for visitors to the city, but it does mean that there are a lot of passengers during the summer holidays. Some residents don't like this in the morning when they are trying to get to work. However, the trams are still a great way to get around the city.

(CEFR B1)

Script | D: Oysters

34

In today's episode of *Foodcast* I want to talk about my recent trip to Galway on the west coast of Ireland. Galway is surrounded by rivers and lakes, and the city looks out to the Atlantic Ocean, so it's a natural home to many fish and seafood dishes. It's especially famous for its oysters. Every September it's home to the Galway International Oyster Festival.

In this festival, people gather from around the world to enjoy the region's oysters. The most important event in the festival is the oyster-opening competition. In this event, people compete to see who is best at opening oysters. The judges award points for speed and neatness. Competitors can lose points for failing to cut the oyster properly or not presenting it well. This may sound like a rather strange contest – but for me it was as exciting as any football match.

The festival is a must for anyone who is a big fan of shellfish. But my partner, who does not eat seafood, still enjoyed the trip – we also walked the wild coasts of western Ireland and then dried off in one of Galway's cosy restaurants with a plate of steak and chips.

(CEFR B1)



Scripts | 2.2 Listening to a conversation

Script | A: Pets

35

Woman: Hi Steve. I wanted to ask you about something. With my children getting a little bigger now, we're thinking about finally getting a pet, and I want to ask your advice.

Man: Yes, well as you know, we have a dog, and we love her a lot. But I must say, she really eats a lot. All that food costs a lot more than we expected.

Woman: I see. I don't want to spend too much. I just want my children to learn about caring for animals. I think it's something they should understand.

Man: Yes, of course. Another thing you need to think about is time. It takes a lot of time to look after our dog.

Woman: Yes, I see. Well, how about your children... Do they help a lot with the dog?

Man: Oh yes, they give her food, but it's usually my wife who walks her. And I wash the dog. The dog is only two years old, so she likes to play in the mud with the kids. They have fun, but what a mess they make!

Woman: Oh... dirt. Yes, that is one thing I don't like very much. I don't want to do too much cleaning.

Man: You can't avoid it, I'm afraid! You could think about a different kind of animal. Small animals like rabbits and hamsters make less mess.

Woman: Yes. They might be easier to look after, but they're probably less fun.

Man: It is true they are not as active as dogs. But they are not as boring as you think. Maybe you should go to a pet shop with your children. They can see which ones they like the most.

Woman: Oh yes, that's a good idea. But first I'm going to see if my husband has any useful ideas about this.

Man: I agree. There are other things to think about before you make a decision. For example, who will take care of your pet if you go away?

Woman: You're right. We need to think about this carefully.

(CEFR A2)



Script | B: Holidays

36

Man: Hey, Anna.

Woman: Hello, Jack.

Man: You know, I want some ideas for my holiday. Last year I went on a beach holiday. It wasn't very interesting. I went to the beach, and I read books. There wasn't much else to do there, and I didn't meet anyone.

Woman: What about a city break? You like museums, don't you?

Man: Hmm, I'm not sure. I live in the city, and I don't spend much time away from it. I work in an office all day. I want to go walking in the fresh air.

Woman: Okay. I think you should go to Italy. You can go walking in the mountains in the north. It's not too hot there, even in summer.

Man: Hmm, that sounds like an interesting idea. I haven't been to Italy, and I'd like to go there. But I'd like to go with someone. I don't like travelling alone.

Woman: Why don't you look for a travel company online? Some of them do group tours. That's a good way to meet people. And it's cheaper.

Man: Oh yes, why didn't I think of that?

Woman: If you want, I can help you. I went on a walking holiday last summer with a great company. Shall I email you the details?

Man: Yes please, that would be useful. I'd like to talk to them about their tours.

Woman: Well, they also have a lot of information on their website, so you can read that, too.

Man: Oh, I don't have time for that! I would rather let the agency tell me all about it. I'm going to have a great holiday. It will be full of activities. I won't be bored at all!

Woman: Great! Good luck with it, Jack.

(CEFR A2)



Script | C: Journey to work

37

Woman: Morning, Ben. Lovely day, isn't it!

Man: Good morning, Lucy. Oh, driving to work these days is terrible. The traffic is so bad. I really have to concentrate on the road. By the time I get to work I'm already exhausted! It feels like I've already done a day's work.

Woman: Well, I don't know why you still drive, Ben. I sold my car a couple of years ago. Now I cycle, unless it's raining, and then I take the train or the bus.

Man: Interesting. So what made you change to cycling? Was it to help the environment? Or to save money?

Woman: Well, those things are important. But the main thing is that I was sitting in the car and sitting at my desk all day. I decided I had to be more active to improve my health.

Man: I could do with some more exercise too. The thing I worry about is cost. The last time I went to a bicycle shop I was shocked by the prices.

Woman: Yes, I spent a lot. But since I bought the bike, daily costs have been very low. It's free to cycle to work and park my bike there. Oh, and did you know that our company will contribute 10% to the price of a bike?

Man: Oh, that's interesting. Yes, I remember that now. So, do you find it safe to cycle to work?

Woman: I do, yes. I mean, I avoid roads which I have to share with cars. There are a lot of cycle lanes in our city.

Man: Oh yes, that's much better than driving on roads.

Woman: So, why don't you join us and start cycling to work?

Man: Well, you know I live over in Whickham, right? My house is right at the top of a hill. Getting home will be exhausting!

Woman: It's just a small hill, Ben. I'm sure you can do it!

Man: You're right. Well, I think I will visit the bike shop this weekend.

Woman: That's great!

(CEFR B1)



Script | D: Running

38

Woman: Hi, Richard. I haven't seen you out running for a while. How is everything? Are you still training for our race?

Man: Hi, Lucy. Yes, I am, but I've changed my routine a little bit. I think I was training too hard for a while, and my body felt a little sore, so a friend of mine recommended swimming.

Woman: Swimming? Does that help you prepare for a marathon?

Man: Well, it helps me keep fit when I'm still aching from a heavy running session. It gives my bones a bit of a rest, but my muscles keep working out. Also, I think it's actually improving my breathing.

Woman: Oh yes, I think I heard that too. My only problem with swimming is it makes me really hungry. It's hard, but I try not to eat too much!

Man: Oh, I know about the hunger, but I feel like I deserve a good meal after a long swim. So how's your training going?

Woman: Well, similar to yours in a way. I'm still doing regular runs, but my trainer also recommended I do some strength training. So I've started doing that.

Man: Oh, so like lifting weights and that sort of thing?

Woman: Yes, but also doing simple body exercises like squats. I feel like they're boosting my performance already. I feel like I don't get tired out so fast. But to be honest, I don't enjoy visiting the gym too much, with all that loud music. I prefer to be out in the open like this.

Man: Yeah, me too. I heard that hill running is good for strength as well, so I'm trying to do more uphill work. I run at a regular pace for a while, then do 15-second bursts of speed every so often. I'm heading for the hill over there.

Woman: I'm on my way home now, but I'll try it on my next run. I know there are some hills in our marathon. Enjoy your training. And if I don't see you before the big race – good luck!

Man: Thanks! Good luck to you too.

(CEFR B1)



Scripts | 2.3 Listening to a discussion

Script | A: Cooking in schools

39

Presenter: Welcome to *Cooking World*. I'm Nina, and today we're talking about cooking at school. Should we teach cooking at school? And why? With me to talk about this topic are headteacher Sam and restaurant manager Clara. Sam, are there a lot of cooking classes at your school?

Sam: Well, I run a large secondary school, and we do teach cooking. We only have one cooking classroom with ovens and cupboards, and only three cooking teachers. So children have just one lesson a week. It's a lot less than English, which pupils do every day. Even so, these lessons need a lot of equipment. And ingredients, too.

Presenter: Right. So you mean that cooking is one of your most expensive subjects. Clara, is it worth the money to teach young people to cook?

Clara: Well, for me, yes. In my restaurant, I need trained workers who come in with good kitchen skills. I don't want to teach them when I am paying them. That is definitely something schools help with. However, cooking is not just for people in restaurants. It's an important skill for everybody. People who know how to cook are healthier and live happier lives. In fact, I think schools should teach cooking more than they do now.

Sam: I understand Clara's point. There are lots of good reasons to teach cooking at school. But all my teachers tell me good reasons why their subject is important. Maths teachers say, 'everybody needs maths'. And computer teachers say, 'computers are everywhere now'. I have to think about all these things. I think the current number of cooking lessons is enough.

Presenter: Hmm. Some people say that subjects like cooking aren't necessary at school because children can learn them at home. After all, I can't really teach my teenage daughter maths now – but I can show her how to cook pasta.

Clara: Well, that is true for some people. My school didn't teach cooking, but at home my father was an excellent cook. He used to make fantastic jerk chicken and Jamaican fish stew. I watched him and then started to help him when I got older. I don't think he was trying to teach me. But I learnt a lot about cooking that way before I even looked at a cookbook. But not everybody is so lucky.

Sam: Yes, my father could hardly boil an egg! I think we should also remember that many parents and carers are busy these days with work. Many don't have time to pass on their cooking skills to their children. That's why I do agree that schools should teach basic cooking skills.

Presenter: Thank you both for your time. It was a fascinating discussion. Now, I would like to hear what our listeners think about cooking at school. And also, did you learn to cook anything good at school?

(CEFR A2)



Script | B: Green holidays

40

Presenter: Today on *Earth Report*, we are talking about holidays and the environment. My guests are regular camper, Keira Jones, and hotel manager, Josh Waters. So, Keira, for people who love nature, camping is a good holiday, isn't it?

Keira: Oh yes. You spend lots of time outside. Most children love it, I find. It's also good for parents. And it's great for people like me who work in offices. Studies show that spending time in nature makes people happy.

Presenter: What is your view?

Josh: Well, it depends on the weather, doesn't it? Camping in the sun is great. But when it rains, it's terrible. Hotels don't have that problem. They are comfortable places to relax in all year.

Keira: Well, they might be warm and dry. But personally, I find hotels stressful, especially when they're busy.

Presenter: Well, I suppose different people like different things. Now there is another reason that some people enjoy camping. It's simple. But hotels have to use a lot of food, water, bed sheets and so on.

Keira: That's right. Hotels use a lot of water for cleaning. Also, they use lots of shower gel and shampoo. These usually come in plastic bottles. And they use a lot of electricity. Surely that's not good for the environment?

Presenter: Hmm. Josh, do many hotels use green electricity – maybe from wind or the sun?

Josh: Hmm, some hotels yes, like mine. But it is expensive. There are thousands of hotels all over the world. Most of them don't have enough money for green electricity.

Presenter: Have hotels made any changes to help the environment?

Josh: Ours has. We use less water than before. And our hotel only uses the heating when it's very cold. Like a lot of hotels, we don't wash towels every day. But some things are difficult to change. We have to clean rooms and the restaurants every day.

Presenter: Is this different at campsites, Keira?

Keira: Actually, no it isn't. Campsites have to be clean all the time. They are large places, so it takes a long time for staff to clean all the picnic areas and the showers. And some people don't tidy up when they leave. Some campers leave a lot of rubbish everywhere.

Presenter: It seems that both campsites and hotels have problems with rubbish and waste. Is there anything we can do about it?

Keira: Most countries have rules about how to behave in campsites. You should read them before you go camping. You can learn how to keep campsites clean and safe.

Josh: And for hotels... Before you choose a hotel, you can read about it to see if it's a green hotel or not. It is easier to find an environmentally friendly holiday these days.

Presenter: Thanks Josh and Keira. You both gave some useful advice.

(CEFR A2)



Presenter: Welcome to *Money Matters*. I'm Sasha Robinson. Our topic for today is part-time work for young people. Joining me to discuss this are company boss, Anna Taylor, and maths teacher, Henry Collins. Can we start with the rules about this, Anna?

Anna: Well, in the UK, people can work from age 14 onwards but only a limited number of hours.

Presenter: And as a teacher, Henry, do you see a lot of children that age with jobs?

Henry: Well, for 14-year-olds it's not so common – maybe one in 10. But I think by the time they reach 17, about a fifth of students have part-time work.

Presenter: OK, so that is still quite a high number, I think. And do you think part-time work is useful for young people, Henry?

Henry: Well, it is immediately useful for them I suppose. They get some money in their pockets.

Anna: Yes, that is the usual reason that young people want to work. But there are many other benefits of working for young people. It teaches them many things that they can't always learn in the classroom. They learn some practical skills and, especially, how to deal with people.

Presenter: Henry, do you see evidence of this in your class?

Henry: Well, yes I do. I see some improvements. In particular, teenagers work with grown-ups and learn about the world outside school. This is healthy. But they must remember that they also have a responsibility to themselves to do well at school too.

Presenter: So, it seems like Henry is worried that some young people will not work as hard or study for their exams. How do you respond to that, Anna?

Anna: Well, exams are important. But life is not just about exams. In fact, in some countries, universities do look at work experience in their admissions processes. Having work experience might actually help you get into university. I hope that UK universities could also think about this.

Henry: I'm not sure about that. Remember that it is not always easy to find a job. It depends where you live. It could also make young people feel like they have to work. My advice for young people is there is no hurry. You have all your life to work. Don't jump in to work before you know yourself. You can use your teenage years to prepare for life.

Presenter: Yes, that's true. Anna, do you have any final advice for young listeners?

Anna: I have one last point to make. Work can also show you what you are not suited for! When I was young, I thought I wanted to be a chef. Then I did some part-time work in a restaurant, and I found that it was not the right place for me. In that way, working helped me understand the right path for me – business instead of food.

Presenter: That's an interesting point to end on, Anna. Thank you both for an interesting discussion.

(CEFR B1)



Presenter: Good morning, I'm Blake Howard. With me today on *How We Work* is David Harper, who's a writer, and Jessica Wilson, a business teacher at university. Believe it or not, today we are talking about video games. Now, when they want to give someone a job, employers have always looked at past jobs and education. But some employers also look at hobbies. And I was amazed to learn that one hobby that some employers are interested in is video games. Can this be true, Jessica?

Jessica: Yes, that's right. I know it sounds strange, but many people now believe that video games develop a lot of important skills.

David: Really? I mean we can learn useful skills from many activities. For example, football or basketball are great for learning about teamwork. Puzzles can improve your problem-solving skills, and chess teaches you to concentrate. To me, it doesn't look like video games use these skills. In fact, I spent a lot of my free time as a teenager playing video games. I loved them, but I don't think I learned much from them.

Presenter: Jessica, what proof is there that video games improve these skills?

Jessica: Well, an employment agency has recently published an interesting report about this. They studied over 11,000 different video games and looked at the skills needed to play them well. They found that games develop skills that could be useful in many jobs.

Presenter: This is quite new to me. Perhaps games like this are quite different from the ones we remember back in our childhoods, eh, David?

David: Yes, they are certainly more complex. But I still think that video games are too different from real life. For example, many video games about driving look good. But I don't think they make us better at driving. In fact, the effect is probably negative.

Presenter: I agree with you there, David. I think that they probably make people much worse! But Jessica, can you tell us a skill from video games that can help us with real jobs?

Jessica: Remember that in many games these days, people are playing together with many different people around the world. While they are playing, they learn how to interact with each other to solve problems. They have to learn to communicate well and explain how to do things. This is a useful skill for customer service jobs, for leaders and managers, and for teachers.

David: Um, this is an interesting point, Jessica. Many jobs need people who can communicate clearly but in a friendly way.

Presenter: I looked at the report myself, Jessica. It also suggested that gamers should put the games they play on their CV.

Jessica: Yes. I think it's a great idea. Companies these days can find it difficult to choose between young employees because many of them have the same qualifications.

David: You know I think I'll take a look at that report. This topic is more interesting than I thought!

Presenter: Well, thank you both for coming on the show.

(CEFR B1)



Scripts | 2.4 Listening to a talk

Script | A: College course

43

Speaker 1:

Hello everyone and welcome to Jackson College. My name is Charlotte Nichols. I'm the head of the Sports Science department. I'm sure you're going to enjoy studying with us. We have a wonderful team of experienced teachers here and a new lab full of the latest equipment.

This year there have been some changes to the course. We've added a new module at the end of the year. It's called Sport and Business, and the aim is to help you understand the jobs in the sports industry. The employers we send students to for work experience will be happy about that. We always listen to their feedback. Of course, you'll still have to study a lot of biology and chemistry.

You will receive your timetables by email. You can check where all your classes are online. You have different types of classes. Some will be lectures and others will be discussions and projects. You will have to do some exams, and some essays and reports. Without a doubt, the heaviest amount of work will be on the projects with other students. This is because we want you to improve your communication skills in groups. By the way, you won't be doing any presentations at the beginning of this course.

Now, let's talk about the style of teaching here and what we expect from you. Our teaching is relaxed. We want you to ask questions whenever you feel unsure of something. There is a lot to learn, so make sure you read all the course information in your welcome folder. This course is not a competition. It's about preparing you for real life. So make sure you know what's happening at all times and be on time for your classes. Your teachers put in a lot of preparation and effort, so we expect you to do the same.

Speaker 2:

I know you missed the introduction from the head of department yesterday. Let me tell you what she said. First of all, she said that the teachers are great and lots of the equipment is new. Then she talked about a new aspect of the course. This year there's a new module called Sport and Business. It explains the different jobs we might do after college. It was an idea from some of the work experience companies. I think they want students to understand more about real life and not just focus on the theory and science modules.

Oh, she told us that our timetables are sent by email. And we can look online to find out where our classes take place. Then she talked more about studying. There will be a mix of classes, tests and essays. But most of our work will be doing projects with other students. In my opinion, that's going to be great. I love teamwork. She also said that we don't have to do any presentations for a while. That's amazing news for me. I get very nervous talking in front of people.

Um, what else was there? At the end she told us about the teaching style. Our teachers are relaxed in class. And they don't mind if students ask lots of questions. I hope they do because I don't like it when the other students are too quiet. She said that it's not about being better than all the other students. It's about preparing for the real world. But she did remind us to be on time. In general, I thought the introduction was good. She was clear about the rules but friendly at the same time. I think we will both enjoy this course.

(CEFR B1)

**Speaker 1:**

Hi everyone. Thank you for coming. I'm not going to talk about our furniture sales today. We did that in our usual sales meeting at the end of the month. But I want to add some important news about recent lamp sales.

As you know, this year we were selling two main lamp models. We have a more old-fashioned lamp called The Classic. And we have a modern touch-on, touch-off lamp called The Nudge.

I want to start with the good news. From April to June, sales of The Classic were very good. They went up by 15%. Remember that older people are the most important customers for these lamps. They like how it looks, and they don't mind paying a bit more. Younger people don't buy this kind of lamp so often. People over 60 like the design. So there is no need to add new features or change anything as people seem happy with it.

However, The Nudge has not done as well. I think everyone agrees it is a beautiful-looking lamp. And we put a lot of work into advertising. But, unfortunately, sales went down by 20%. At the moment we don't know what the exact reason is. Perhaps we need to look at the price again compared to other companies' lamps. But first, we need to send out a consumer survey to find out what customers think.

Next week we're going to have a problem-solving meeting. We can work out what kind of questions to ask. All of you are good at that. I'll also speak to the marketing team to see what they think. Anyway, I just wanted to let you know this information – I don't think there is any rush to do this.

Speaker 2:

On Friday I went to James' talk about sales. All the sales team were there, but I know you missed it. So I'll tell you what he said. It was just a little extra information about lamps, really. He talked about the two main lamps, you know, the old-fashioned Classic, and The Nudge – the one that you can tap on and off.

First, he talked about the good points, and then he told us about the bad points. The good news is The Classic sales are up 15%. More older customers than younger customers like these. They like the old-style design and don't mind the higher price. Obviously, people are happy, so we don't need to change the design or features.

But it's not the same for The Nudge. He thinks the lamp looks great, and the advertising campaign was good. But sales are down 20%. The reason might be that other companies' lamps are cheaper than ours, but we don't know enough about it. He wants to use a survey to find out customers' views.

Then he talked about next week. There will be a meeting to discuss the survey, and he wants us to think of some questions. In my view, it won't be hard because we're all great at that. He'll also talk to the marketing team to see if they can help. He didn't have much more to say really, so the talk wasn't very long. James said that we'll discuss things more when we meet next week. I hope I can think of some ideas for the next meeting because we don't have as much time as James thinks.

(CEFR B1)

**Speaker 1:**

Good afternoon, everyone. Welcome to the Bodleian Library here at Oxford University. Your teacher told me that you're all hoping to study here. In today's talk I'm going to explain how this library works and tell you a few facts. I hope you find it interesting and useful. If you have any questions, it's better not to discuss them inside. Don't forget we're in a library. But I always leave time when we are back out here.

The Bodleian is the second largest library in the United Kingdom. There are over 64,000 members of the library, that we call 'readers'. Many of them are current students of Oxford University. They can borrow books and take them home, like in any other library. But the library is also open to members of other universities or independent researchers. They have to apply for a card, explaining their reason to use the library. These people may need books that are only available in the Bodleian. These readers can read the same things as our students but cannot take anything home.

Now, the Bodleian Library is one of the oldest in the country, going back 700 years to the 1300s. Since then, it has collected a lot of items, around 13 million. The collection includes many books, but also maps, music, newspapers and art. Some items can be found on the shelves, but many are kept in storage and must be requested.

Many students say they feel special when they are studying here. I sometimes think about the people who studied at these tables too; people from all over the world. The physicist Albert Einstein studied here, for example, and Tim Berners-Lee, the man who invented the internet. Oh, and some of you may recognise parts of the library from some superhero and fantasy movies. I'm a big fan of those.

In recent years we started making digital copies of things. So far, we have only managed to put a small portion into the digital collection. It's a long process, so we still have a lot of work to do.

Speaker 2:

Yesterday a group of us went to visit the Bodleian Library. We're all applying to Oxford University, so it was great to visit the library and learn more about it. I thought it would be a typical history tour, but it wasn't. Our guide told us lots of interesting bits of information about the library – not just the history – and we could ask questions, though not while we were in the library.

He mentioned that it's the second biggest library in the UK. And it has over 60,000 members. Students at the university can use it, of course. They can borrow books and take them home, like in most libraries. But members of other universities and people studying independently can use the library too. To get a card, they have to explain their work. They need to read stuff that might only be available in the Bodleian. Ah, but readers from outside the university can't take books with them – they have to read them in the library. That part was a bit boring, to be honest.

The guide said that the library is very old, 700 years old, and extremely large. It has 13 million items, can you believe it? As well as books, there are maps, music, newspapers and paintings. A lot of books are up on the shelves, but some stuff is kept in other rooms, and you have to ask for it specially.

Quite a lot of famous people studied there, which he liked to talk about. There have been scholars and scientists from around the world. Einstein was a student there, for example, and the man who invented the internet, Tim Berners-Lee. I recognised parts of the building from some superhero movies. You could tell the guide enjoyed talking about that!

Finally, the guide talked about digitisation. The library is making digital copies of lots of its collections now, but they've only done a small part so far. I'm quite curious about this. I wonder why it takes so long.

(CEFR B1)

**Speaker 1:**

Welcome to the Bowes Museum. I'm going to start with some of the history of the building. I know it looks like a grand family house, but it was never a family home or a palace. A married couple, John and Joséphine Bowes, built it as an art gallery in the 19th century. He was the rich owner of a theatre in Paris, and his wife was an actress. She was French but came to live with her husband in England.

They both loved art and collected many paintings and sculptures. They wanted everyone to see their artwork and learn about it. The museum collection is over 15,000 pieces. Some are very valuable and famous. The most famous piece is a machine, not a painting. It's the silver mechanical swan. It still works, and people come from all over the world to see it. We also have a lot of paintings from France and Spain. This is because John and Joséphine bought a lot of their art when they lived in Paris.

People often ask me about the architecture, and I will explain more about the plans and the design on the tour. The building was designed by two architects, one British and one French. It was completed in 1892, but unfortunately both John and Joséphine had already died. It was very popular, though, and in the first year there were 63,000 visitors.

The building is not exactly the same as in the past. I will show you parts that were repaired as we go round on the tour. In 2005, work started to repair and improve parts of the building. These included the shop and café as well as the gardens – they're beautiful, and, if the weather's good, it's worth spending half of your visit outside. New galleries were updated too, and an education centre was added. In my view, this has really improved the experience for people bringing young children because there is more for them to do now. In addition, the museum holds various events throughout the year. Now, if you can all follow me...

Speaker 2:

I heard you are going to visit the Bowes Museum soon. I went on a tour of the Bowes Museum last weekend, and it was really interesting. The tour was about an hour, and the guide was great. She told us all about how the museum started. It looks like a big house, but nobody ever lived there. It was always a gallery. It was built by a couple, John and Joséphine Bowes, in the 19th century. He came from England, and she was French, but they met because she worked for him. He had a theatre in Paris, and she worked as an actress.

They collected lots of art, and they wanted people to see it so that they could learn about art. Their art collection is amazing. It's large – over 15,000 pieces I think the guide said. Anyway, the most famous piece is a mechanical silver swan. It's very cute, and lots of visitors come just to see that, but I preferred the paintings. I couldn't believe how many well-known works of art are in the collection. Many of them come from Spain and France. The tour guide told us that John and Joséphine bought a lot of it in Paris.

The architects of the building were British and French. The museum was finished in 1892, but John and Joséphine weren't around then. When it first opened, over 60,000 people visited in a year. Since the beginning of the 21st century, there have been quite a lot of changes. Parts of the museum were repaired, and new bits were added or improved. The guide told us that we should also take a walk in the gardens, quite a long walk if the weather's good. What I liked the most was the new education centre: there's so much for the kids to do, and the café was decent too. And at the end, the guide mentioned that there are lots of events at the museum.

(CEFR B1)

3. Reading module

Introduction to the Reading module

In the ISE Digital Reading module, you are tested in up to three different task types. You will see tasks that match your English level and no more than 30 questions. In this module of the exam, you can go back to change your answers.

Use the practice questions in this section to help prepare for the actual exam. The level of each task is given to help you understand your language level. This information will help you decide what to study so that you can best develop your language skills.

	Reading a visual text	Reading a single text	Reading a paired text
Items per task	2-4	3-7	5-10
Word count	90-110	350-400	700-750

Task: Reading a visual text

Summary	Read a short text, for example a restaurant menu, an advert or a poster. In these texts, words and pictures are used together to give information quickly. Answer multiple-choice questions about the text.
Focus	<p>You show that you can:</p> <ul style="list-style-type: none"> understand the main message of the text identify the audience for the text retrieve specific concrete, factual detail make inferences and evaluations
Number of questions	2-4



Task: Reading a single text

Summary	Read a text on a theme or topic, for example a newspaper article, a guidebook or a textbook. These texts are used to inform, to entertain or to persuade. Answer multiple-choice questions about the text.
Focus	<p>You show that you can:</p> <ul style="list-style-type: none"> understand the main purpose of a single text understand the text's components and how they contribute to the meaning of the text find specific information in the text understand specific language features make inferences and evaluations
Number of questions	3-7

Task: Reading a paired text

Summary	Read two texts on the same topic with a clear connection. Each text comes from a different text genre, for example a newspaper and a guidebook. These texts are used to inform, to entertain or to persuade. Answer multiple-choice questions about the texts.
Focus	<p>You show that you can:</p> <ul style="list-style-type: none"> understand the main purpose of each text understand the main theme running across the two texts understand the text's components and how they contribute to its meaning find specific information in the texts understand specific language features make inferences and evaluations both within and between texts synthesise and integrate information across texts
Number of questions	5-10



3.1 Reading a visual text

A: Sports centre

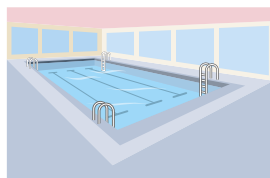
CEFR A2

New Year? New You!

Redhill Heights Sports Centre

Our city's best sports centre!

- Many sports and activities
- Great café and snacks
- Friendly, hard-working staff
- Excellent customer reviews



Monthly prices:

£49	Adults
£85	Couples
£39	College students
£35	Under 16s and over 65s



JANUARY ONLY: 60% OFF JOINING FEE. Joining fee: ~~£25~~ £10!

Call us on 0933 33 33 33 for a free tour of the centre.

Redhill Heights Sports Centre, 1 Fretum Lane, Redhill

Sign up at new@rhsc.sports.uk

Just 20 minutes from the city centre.

Buses every 15 minutes from the central library. Bus numbers 45X and 65A.

Free parking available.

1. What do the images in this leaflet show?

- a) There is a good café.
- b) There are many activities.
- c) There are friendly staff.
- d) There are happy customers.

2. How much does a 14-year-old need to pay per month?

- a) £49
- b) £39
- c) £35
- d) £10

3. What does 'sign up' mean?

- a) look
- b) exercise
- c) decide
- d) join

4. What does the bottom section of the leaflet tell us about the sports centre?

- a) It is easy to get to.
- b) It is open long hours.
- c) It is famous locally.
- d) It is newly built.



B: Ukulele

CEFR A2

Summer Ukulele School

Join us this summer to learn and have fun.



Formby Class

Learn the basic techniques and play many great songs.

Monday to Thursday

21 July – 28 August

5pm – 7pm

£65

Buy a new ukulele from us for £35

Hawaii Class

Learn more advanced techniques from expert teachers.
Prepare to perform in our summer concert.

Monday to Thursday

21 July – 28 August

7pm – 9pm

£95

Summer concert

Food, drinks and fun songs. Your friends and family are welcome.

Sunday 31 August

4pm

Book at www.kms.man.uk/ukulele

1. What is the main purpose of the poster?

- a) to invite people to a concert
- b) to tell people about a new school
- c) to sell musical instruments
- d) to advertise a summer activity

2. What is the purpose of the picture in the text?

- a) to show the ukulele is simple to play
- b) to show the ukulele makes beautiful music
- c) to show the ukulele is a pretty instrument
- d) to show the ukulele is cheap to buy

3. Who will be playing in the summer concert?

- a) students from the school
- b) local bands
- c) professional musicians
- d) ukulele instructors


4. What can you buy for £65?

- a) a course for beginners
- b) a course for better players
- c) a new ukulele
- d) a concert ticket



C: Burgers

CEFR A2



COSMIC BURGERS

Quality meat and fresh buns made locally

BURGERS		EXTRAS	
Cosmic Burger: beef, lettuce	£6.95	Chips	£3.95
Cheese Burger: beef, cheese, lettuce	£7.95	Onion rings	£3.95
Chickdee Burger: chicken, cheese, lettuce	£7.95	Salad	£4.95
Jazz Burger: mushrooms, cheese, lettuce	£8.95	Chicken wings	£4.95
Wow Burger: beef, bacon, cheese, special sauce	£9.95	Fizzy drink	£1.45
Rocket Burger: beef, chilli	£9.95	Still drink	£0.95

✓ = suitable for vegetarians 🌶️ = spicy 🌶️🌶️ = super spicy

Open Tuesday to Saturday 10am till late!
Sundays 1pm-5pm.

Use your Deliveryboy app or call 07249249249.

'Definitely the best burgers in Birmingham'
 -Birmingham Daily News

COSMIC BURGERS, 6 MAIN STREET, TOWN CENTRE, COLBARN BAY, CBI 9AU

1. What is this text advertising?

- a) a restaurant
- b) a baker's
- c) a supermarket
- d) a butcher's

2. Which burger has no meat?

- a) Cosmic Burger
- b) Cheese Burger
- c) Chickdee Burger
- d) Jazz Burger

3. What should people who like very spicy food eat?

- a) Chicken wings
- b) Wow Burger
- c) Rocket Burger
- d) Onion rings

4. When is Cosmic Burgers closed?

- a) Mondays
- b) Tuesdays
- c) Saturdays
- d) Sundays



D: Holiday house

CEFR B1



Destinations | Deals | Contact us



House in Vallifredes

€89 night Two nights minimum

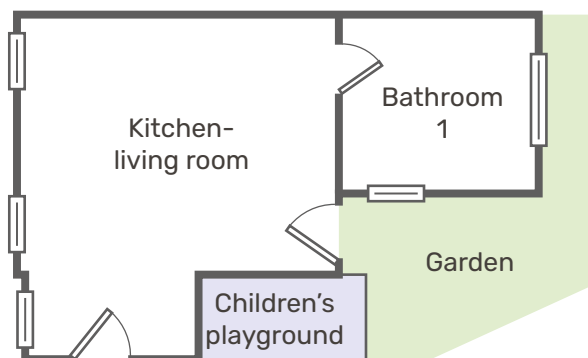
6 guests – 3 bedrooms – 5 beds – 2 bathrooms

4.8 stars ★★★★★ | 125 reviews

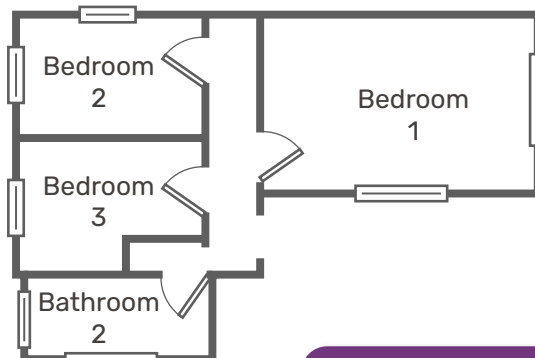


- A luxury house in the Catalan Mountains. An excellent place for exploring.
- Only 30 miles from the coast by car.
- The village of Vallifredes has a small shop for basics and a friendly restaurant.
- Main bedroom sleeps two people. Bedrooms 2 and 3 suitable for children.

Ground floor



First floor



[Click here to book](#)

Other information



Mountain view



Kitchen



Fast Wi-Fi



Prohibited: smoking, pets

1. Where can you see this type of text?

- a) on a poster
- b) in a book
- c) on the internet
- d) on a sign

2. Who is the house best for?

- a) couples
- b) individuals
- c) families
- d) people with pets

3. Where is this house?

- a) in the mountains
- b) by the sea
- c) by a lake
- d) in a town

4. What does the word 'prohibited' mean in this text?

- a) not allowed
- b) not available
- c) not included
- d) not expensive



E: Community college

CEFR B1

BURFORD Community Education

provides courses for people in our city

"I improved my IT skills a lot. This helped me to get a job and to help my kids with their homework."

David, 26



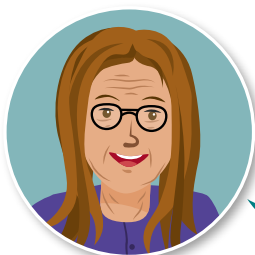
"The DIY course was really useful. I learned how to put up shelves and fix problems around the house."

Sarah, 48



"Très bien! The French course was super. Great preparation for my trip to Paris."

Marianne, 68



Weekday courses

Skills for work: Computer basics, CV workshop

Skills for home: DIY, Cooking for beginners, Gardening

Languages: French, Spanish, Chinese



Weekend courses

Dance: Ballroom, Country, NEW Salsa

Arts: Painting, NEW Jewellery making

Visit burfordce.co.uk to join a class.

1. Who are the people on the poster?

- a) course tutors
- b) previous students
- c) employers
- d) famous people

2. How are weekend classes different from weekday classes?

- a) They are more expensive.
- b) They are more practical.
- c) They are more creative.
- d) They are more difficult.

3. What do people learn in the DIY course?

- a) how to apply for jobs
- b) how to repair things at home
- c) how to cook for themselves
- d) how to care for their health

4. How can you apply to take a class?

- a) on the website
- b) by phone
- c) in person
- d) by email



3.2 Reading a single text

A: Letter to Ellie

CEFR A2

Hi Ellie,

How are you? I miss you and our old school. How is everybody? How are Chloe and Tom? Please say hello to them. I miss them, too. Moving house and starting a new school is difficult. I know it will get easier.

I started my new school last week. It's ok, but I don't like it as much as my old one. We have to wear a uniform here. I quite like it, but it's strange to wear a uniform. I haven't worn one before. Classes start so early – at 8.15! You are lucky to start classes at 8.45. I don't like getting up early.

The school is really big, and my classes are in different rooms. I got lost twice on my first day! It was quite funny! But other students helped me. Now, I've got a friend called Scott. He helps me find the classrooms, and we eat lunch together. I don't bring my lunch from home anymore. I have lunch at school. They taste quite good, and my parents pay for them. They don't have to make my lunches now, so they're happy!

I am writing this email to ask if you want to visit me this weekend. It's my birthday. I wanted to have a party, but now we live in a new town, it's too far for most people. You can get the train on Saturday morning. Then, my dad can pick you up from the station. You can stay the night, and we can watch films and eat pizza. If you prefer, we can go out to a pizza place down the road. I know burgers are your favourite food, but there isn't a burger restaurant near our house. We could also have sweets for the film. Maybe we can have ice cream too – I'd love that!

We've got a big garden too, with a pool. Maybe we can go swimming on Sunday morning. What do you think? I would really love to see you. I really hope you can come. I know I have only been away for two months, but it feels like a long time! I really want to **catch up with** you and hear all the news.

Love,

Lily

1. Who is Lily writing to?

- a) her friend
- b) her teacher
- c) her mother
- d) her neighbour

2. How does Lily feel about moving school?

- a) angry
- b) excited
- c) sad
- d) glad

3. What does Lily dislike about the new school?

- a) the start time
- b) the classes
- c) the other students
- d) the uniforms



4. Why does Lily write about school lunches?

- a) She doesn't want to try them.
- b) She doesn't like the taste of them.
- c) She hasn't had them before.
- d) She can't pay for them.

5. What does Ellie most love eating?

- a) sweets
- b) pizza
- c) ice cream
- d) burgers

6. In the final line, what does 'catch up with' mean?

- a) find out what is happening
- b) think of things to do
- c) be as good as someone
- d) become better friends

7. In what paragraph does Lily talk about someone new she has met?

- a) paragraph 1
- b) paragraph 2
- c) paragraph 3
- d) paragraph 4





B: Canada

CEFR A2

Holiday Magazine – Feature

Travelling simply in... Canada

Michelle Somerby

People told me that a cheap tour of Canada is not possible. I do not agree! From Britain, you have to go there by plane. But you can find cheap flights. I travelled from London for about £300. For that, I could see Canada's lovely mountains, forests and coasts.

How did I save money when I was there? First, I did not take trains and planes. I travelled by bus. I got bus tickets early. That is when the price is lowest. I bought tickets at the cheapest times. It is better to get a bus in the middle of the week. I had to get a lot of buses to cross Canada. It is a big country. I started in the east of the country in Montreal. From there, I stopped at a few towns on my way west. I finished in the west coast city of Vancouver. I spent around \$400 on bus tickets and travelled over 5,000km.

Instead of hotels, I stayed in hostels. These are like hotels but have many beds in one room. They are cheaper than hotels. I stayed in the Montreal North Hostel. It had good workspaces and a simple bed. Going to hostels was a great way to meet people, and I cooked food there to save money. So I didn't need to eat in restaurants.

There were also some cheap ways to have fun. I got a Discovery Pass, so I could visit lots of national parks and old buildings. It's only \$75 for a **pass**. Canada has many great museums. Some are always free. Others, like the Vancouver Art Gallery, are free on some days. I found lots of walking tours. I did one of Montreal, and it is a great city! I also did some shopping. I bought some lovely Canadian food in Toronto. It was a jar of special maple syrup for my mum. That was the most expensive thing I bought!

So, when is the best time to go? I went just at the end of October. The trees were beautiful, but it was starting to get cold. In May and September prices are low, and the weather is better. December and January are far too cold. Don't visit then! June to August are great months to visit, but you won't save money. Summer is very popular, so everything is more expensive.

1. What is the main topic of this text?

- a) how to visit Canada cheaply
- b) how to eat well in Canada
- c) when to visit Canada
- d) what to do in Canada in winter

2. In paragraph 1, what is the writer's opinion of Canada?

- a) It's boring.
- b) It's expensive.
- c) It's beautiful.
- d) It's unusual.

3. How does the writer save money on bus journeys?

- a) by travelling on weekdays
- b) by travelling on slower buses
- c) by travelling short distances
- d) by travelling in the morning





4. What does the Montreal North Hostel have?

- a) private rooms
- b) a heated pool
- c) a good restaurant
- d) work areas

5. In paragraph 4, what does 'pass' mean?

- a) receipt
- b) ticket
- c) postcard
- d) note

6. In the last paragraph, when does the writer recommend visiting Canada?

- a) May
- b) October
- c) December
- d) August

7. In what paragraph does the writer talk about activities?

- a) paragraph 2
- b) paragraph 3
- c) paragraph 4
- d) paragraph 5





C: Bees

CEFR B1

Eva blogs...

Recently, I read that the bees need our help. In parts of the UK some types of bees have disappeared, and many other types are in danger. Sometimes this is because the weather is changing, but it is also because places are becoming more **urban**. There are fewer fields, flowers and plants for the bees to find food.

So I started thinking about what I could do about it. I decided to build a bee hotel. This is basically a place they can use for shelter. Not all types of bees use it, but some lay their eggs in there during the summer. It was so easy to do that I want to share with you how you can do it too!

First, you need a garden of course! Then you need to make your bee hotel. This is a small structure made of wood. You can buy them ready-made in shops, but it's not too difficult to make one. I made mine with my dad. There are lots of books about bee hotels, but I looked on the internet for pictures of them. This gave me some ideas. Then, me and my dad made the design together. My dad had some materials for it, so we didn't need to buy anything. We stuck different bits of wood together to build the outside, then we filled it with other bits of wood that the bees could use. We drilled holes in these bits of wood for the bees to go into. It was a small hotel that was quick and free to make, and it looked great! We didn't build a very big hotel as I read that large hotels have a risk of disease, sometimes from other insects.

Once it was built, we looked for a location to put it. We wanted somewhere sunny but also protected from the weather and a little away from the house. I like bees, but I don't want them buzzing around every time I open the back door! I wanted to put it next to the gate, but dad said the tree was better. We put it there in the end.

It was my first bee hotel, so I am sure I made lots of mistakes, but I will keep you updated with what happens over the summer! I really want it to make a difference. Bees are so important to us all!

1. What is the best title for this blog post?

- a) My father, the beekeeper
- b) A project for protecting bees
- c) A day in the life of a bee
- d) Drawing bees in art classes

2. What do we learn about Eva from paragraph 1?

- a) She enjoys dangerous activities.
- b) She collects plants and animals.
- c) She knows why bees are in danger.
- d) She has studied bees at university.

3. In paragraph 1, what does 'urban' mean?

- a) an area with buildings
- b) an area that is quiet
- c) an area with pollution
- d) an area that is too hot



4. How did Eva find ideas for her bee hotel?

- a) from the internet
- b) in the shops
- c) from her dad
- d) in books

5. Why did Eva and her father want the bee hotel to be small?

- a) to make it quickly
- b) to save money
- c) to stop disease
- d) to help other insects

6. Where did they put the bee hotel?

- a) near the house
- b) out of the sun
- c) on a tree
- d) by the gate

7. In the end, how does Eva feel about the project?

- a) She's sure it is working brilliantly.
- b) She's hopeful it will help the bees.
- c) She's upset about her mistakes.
- d) She's glad she worked with her dad.





D: Leisure centre review

CEFR B1

I am a member of Ramsbury Leisure Centre, and I make good use of it, but I can't recommend it. I have been a member for years, and get on with the instructors there, but there are a lot of problems. In the beginning it was good, but over the years it has got slowly worse.

All visitors can see that the centre isn't clean enough. I always see plenty of cleaners around in different parts of the centre, but nothing seems very clean. I don't know what they are doing! In my opinion, the centre needs to change its cleaning team or give them more training. I have emailed the centre many times about this, and they always say they will **bring it up** with the managers, and then nothing changes.

These days the facilities are in a poor **state**. The machines are over 10 years old, the showers need repairing, and some of the paint is coming off the walls. I pay £40 a month to use this centre, and I don't think it's worth that price now.

For me, this all starts with the managers. You can see clearly that the centre isn't cared for, and I'm sure they are not putting any money back into making the centre better. It's such a shame because the location of the centre is excellent, and it could be a great place to go with just some improvements.

As I said, one positive thing about the centre is the instructors. They are always friendly and professional. Chloe, who takes the yoga classes, is always pleased to see everyone and fun in the classes. This is very different from the staff at reception. They never seem to have a smile on their faces and aren't very helpful to customers.

To be honest, I would advise anyone looking for a leisure centre to avoid this one. Like me, I imagine most people go to Ramsbury Leisure Centre because it's in the town centre, but it's just not worth it anymore. I've decided to change and go to a new centre just outside of town. I hope more customers do the same! Top Fitness offers memberships at a similar price, and it has newer facilities and many more classes.

1. What is the purpose of the text?

- a) to cancel a leisure centre membership
- b) to complain about a leisure centre
- c) to outline the facilities of a leisure centre
- d) to explain the advantages of a leisure centre

2. According to paragraph 1, which statement is true about the writer?

- a) He lives near the leisure centre.
- b) He often goes to the leisure centre.
- c) He has just joined the leisure centre.
- d) He has never liked the leisure centre.

3. What is the problem with the cleaning?

- a) The cleaners need training.
- b) The centre needs more cleaners.
- c) The cleaners miss parts of the centre.
- d) The cleaners are unfriendly.





4. In paragraph 2, what does 'bring it up' mean?

- a) mention
- b) argue
- c) order
- d) repeat

5. In paragraph 3, what word could replace the word 'state'?

- a) demand
- b) condition
- c) location
- d) display

6. Who are often in a bad mood at the leisure centre?

- a) instructors
- b) customers
- c) managers
- d) receptionists

7. What is the writer likely to do next?

- a) leave the centre
- b) look for a new centre
- c) write to the centre
- d) review another centre





E: Welsh language

CEFR B1

Putting Welsh back on the map

Prof. Rhys Davids, Wales Times

Welsh goes back over 4,000 years. It is older than any other British language spoken now and much older than English. Centuries ago, people spoke it not only in Wales, but in much of Scotland and England too. By the Middle Ages, however, Welsh was only spoken in Wales and, by the 20th century, was in danger of disappearing there too. In the towns and cities, English was becoming the language of most people.

At this point, people in Wales realised that they were about to lose an important part of their identity. People felt that they had to do something to keep their language. Since then, the effort to save the language has taken place in three ways. First, the government has passed laws to encourage people to speak Welsh. Second, there have been changes to schools in Wales. And finally, Welsh is used more in media such as magazines and TV.

The Welsh language gradually became more public throughout the 20th century. The language was used in law courts from the 1930s and on road signs from the 1960s. In the 1990s people used it in government documents. The first Welsh language school opened in the 1930s, and more schools introduced Welsh as a second language throughout the 20th century. From 2021 it became the law for schools to teach all pupils some Welsh.

At the same time, attitudes to the language began to change. Learning Welsh wasn't very fashionable in the past. People thought it was a language of the past. But now pop music, websites and TV shows are changing this. For example, *Hinterland*, a Welsh language detective series, has had high viewing figures. This means that people who come to live in Wales will hear the language more. The language is not just something people learn at school.

It has been difficult to save the language, but the number of speakers has **gradually** gone up since the 1970s. In each decade since, there has been a small but steady increase. The number of Welsh speakers in Wales is higher than ever before. More than a quarter of the population of Wales can speak Welsh. While we should celebrate this, we need to keep working hard to help this important part of our culture. Only then will the Welsh language continue to grow.

1. What is the main purpose of the text?

- a) to describe efforts to protect Welsh
- b) to outline grammatical features of Welsh
- c) to compare Welsh with other languages
- d) to advise people on how to learn Welsh

2. What does paragraph 1 tell us about Welsh?

- a) It is common in cities and towns.
- b) It is the oldest language in Britain.
- c) It is used by the Welsh government.
- d) It is the main language of Wales.

3. What can we infer about schools before the 1930s?

- a) Pupils there had to learn Welsh.
- b) Lessons were taught in English.
- c) There were few schools in Wales.
- d) Welsh children disliked English.





4. What is the main focus of paragraph 4?

- a) Welsh at school
- b) Welsh in the media
- c) Welsh at home
- d) Welsh in England

5. What word can replace 'gradually' in paragraph 5?

- a) easily
- b) suddenly
- c) slowly
- d) hardly

6. Which statement best summarises the final paragraph?

- a) It is hard to increase the number of Welsh speakers.
- b) The future of the Welsh language is bright.
- c) Welsh is being replaced by English.
- d) English is easier to learn than Welsh.

7. Which section contains information about Welsh in workplaces?

- a) paragraph 2
- b) paragraph 3
- c) paragraph 4
- d) paragraph 5





3.3 Reading a paired text

A: Art galleries

CEFR B1

Text A

Europe's galleries in the 21st century

Emily Caan, Euro Reports

Europe is full of beautiful art. We can see most of it in great galleries, in cities like London, Paris and Florence. Over 500 million people visit these art galleries every year. Some galleries have been around for 200 years or longer, but many opened in the late 20th century. There is an important debate about how these galleries show art. Should they show art in a traditional way? Or should they update the experience for modern people?

Galleries such as the Prado in Madrid and the Kunsthistorisches Museum in Vienna show art in a way you would expect. Rooms usually have soft or natural light, and paintings are at eye-level. People slowly and quietly walk from room to room. They look at the paintings and read the information next to each one. This creates an environment where people can enjoy the art.

Other galleries try to do something different and more modern. In Tate Modern in London, not every room is filled with paintings. Each room can be very different from the last. There are rooms for video and computer artworks. In other rooms there are performances or dances. It has a special installation room just for one huge artwork. But even galleries with traditional paintings can be modern. The Orsay Museum in Paris, for example, has used virtual reality to help bring the painter Van Gogh's work to life.

Many galleries will offer a mixed experience. In the Louvre in Paris, like many other galleries, some visitors use electronic guides to find out about the paintings as they walk around, while others follow tour guides. The Benozzo Gozzoli in Florence houses some very old paintings in a very modern building. Of course, even traditional galleries have some modern features. Most galleries have audio guides, a café and a gift shop.

There are many ways to run a gallery. Some people prefer the traditional style, and others like the modern. With millions of visitors every year, Europe's museums can offer varied experiences. The important thing is that they care for art and make it available for the public to enjoy.



Text B

Summer at Tate Modern

Andrzej O'Sullivan, London Scene Magazine

People who want to visit London should save some time to visit Tate Modern. Next to the River Thames in the heart of the city, it is a tall building that was once a factory. It is an unusual building for an art gallery. Inside, the museum has all kinds of modern art – from paintings and photos to videos and even performances. Most areas of the gallery are free to enter, so it can be a cheap day out.

There is no very old art in Tate Modern. However, there is a good selection of early 20th century paintings. These include paintings by Andy Warhol, Wassily Kandinsky and Pablo Picasso. Paintings like these still surprise viewers with their bright colours and strange shapes. This is a good place to start your visit.

You can then visit some of Tate Modern's special exhibitions. Be warned that some of this art will **shock** you. It can be not only strange, but sometimes scary. One piece of art is a great metal spider, taller than a person. You might see a person lying on the floor covered in oil. You might see some people dancing around the gallery. Sometimes you do have to pay for certain exhibitions – and I also advise you to book.

On the ground floor, there is a space where one special artwork is shown. In the past, the artist Olafur Eliasson hung a huge glowing ball like a sun there. Once, the floor was covered in millions of sunflower seeds by the artist Ai Weiwei. This exhibition changes frequently, but you can be sure it will be something unusual.

If you want a more traditional experience, seeing older paintings in quiet rooms, you can combine your visit to Tate Modern with a trip to its sister gallery. There is a boat that will take you down the river to the grand old Tate Britain gallery, enjoying the views along the Thames on the way.

1. What is the main purpose of Text A?

- a) to compare types of galleries in Europe
- b) to describe the artworks in galleries in Europe
- c) to argue that Europe needs more galleries
- d) to explain the history of galleries in Europe

2. What is it like when you visit the galleries in Text A, paragraph 2?

- a) calm
- b) noisy
- c) fast-moving
- d) surprising

3. What do we learn about the Orsay Museum from Text A?

- a) It tries to be traditional.
- b) It has many types of art.
- c) It uses some modern features.
- d) It has large rooms.

4. In Text A, what does the writer suggest about galleries?

- a) They have a responsibility to society.
- b) They must change with the times.
- c) They have made many mistakes.
- d) They must allow people in for free.



5. What would be a good alternative title for Text B?

- a) Great place to see unusual art
- b) A new museum of science
- c) The oldest art in London
- d) Learning about the River Thames

6. Who is the audience for Text B?

- a) tourists
- b) artists
- c) business people
- d) architects

7. What is special about the Tate Modern building?

- a) It is on the edge of London.
- b) It was built very recently.
- c) It used to be something else.
- d) It floats on a river.

8. In the third paragraph of Text B, what does 'shock' mean?

- a) delight
- b) surprise
- c) bore
- d) cost

9. What feature mentioned in Text A does the writer describe in Text B, paragraph 4?

- a) the installation room
- b) the paintings room
- c) the performances
- d) the videos room

10. Which gallery in Text A is similar to Tate Britain?

- a) the Orsay
- b) the Prado
- c) Tate Modern
- d) the Benozzo Gozzoli





B: Music festival

CEFR B1

Text A

Longstar – Looking to the past and the future



There are many music festivals in the UK, but Longstar is something special. It always has brilliant and very famous bands and singers, and it's very family friendly. This year was no different. With lots of 90s bands, I felt like I was returning to my youth. I danced to the same great songs I heard at university, but this time with my wife and eight-year-old daughter.

One of the highlights of the festival was a band called The Princes. Many people, including me, have loved this group for many years, and they didn't **let us down**. They are still as good as when they started. They played on the first night, and the atmosphere was incredible! The crowd sang and danced along to every single song.

The second day got off to a bad start. Few people came out to watch The Jets in the morning, as it was pouring with rain, and I think it was a bit too early for some people. But even though the people there were soaking wet, they still had a great time! The band sounded great! I managed to enjoy the music that day, although my wife and daughter preferred to stay sleeping in the tent.

But the festival isn't just about music and dancing. There were also lots of talks about looking after the planet from some of the famous faces on the TV. They talked about the future of our children and our world. I think this was important for many people there, especially because many people were with their children.

That's one thing that I like about Longstar. It's great for all ages. There are lots of special areas for children, music for all ages and so much more. Whatever you like, there is something for you. There are talks and classes on art and literature. There are also lots of different places to eat, ranging from takeaway burgers to fine dining.

Like most festivals, the only negative about Longstar is the price. It is about £500 for a family ticket, but that doesn't include some things inside like children's rides or food. It was around £15 for a burger, and few food stalls do children's meals. But this is true of most music festivals, I suppose. Prices seem to go up every year. I haven't been to a cheap one yet!



Text B

Hi Jon,

How are you? How was your first week at the new job? I know you were quite nervous about starting, but I'm sure it will all be fine. It's always a bit stressful starting at a new company. When I started my new job last year, I couldn't sleep for days thinking about my first day there. Now, I love it!

I just wanted to email about our plans to go to Longstar next month. There's lots to organise still, so I thought I should email you. The kids and I are really looking forward to seeing you all!

I know we talked about luxury camping options, but I think they are probably too expensive. We've already paid around £1,000 for two family tickets. If we want a special tent for all seven of us, it will cost at least another £2,000. I just think that's too expensive for a few days. So, maybe we could just take our own tents. Is that okay with you all? Do you have a tent to take? We've got two big tents, so we can bring you one if you want. We're going to take our big car so there's plenty of space to pack it all. I wonder if we can have barbecues in the camping area.

I know you were also worried about the kids being bored, but don't worry. I've read some more about the festival, and there is lots for them to do! There's even a baby disco (although that's probably a bit too childish for our kids)! The under-10s have their own area with a special garden and a treehouse. There are also rides and lots of activities like face painting or yoga. Our kids would love that! It's all free too!

Anyway, let me know about the accommodation, and I'll **sort it out**. Then we can talk about how we're going to get there.

See you soon,

Anna

1. According to Text A, paragraph 1, what is true about the writer?

- a) He has never been to this festival before.
- b) He is worried about this festival.
- c) He is currently at university.
- d) He likes listening to music from his past.

2. In Text A, paragraph 2, what does 'let down' mean?

- a) disappoint
- b) lower
- c) allow
- d) misunderstand

3. What was the problem on the second day?

- a) The band was late.
- b) The weather was bad.
- c) The crowd was bored.
- d) The sound was poor.

4. Where in Text A does the writer mention learning about the environment?

- a) paragraph 2
- b) paragraph 3
- c) paragraph 4
- d) paragraph 5



5. What is the main purpose of Text B?

- a) to confirm buying tickets
- b) to complain about the festival
- c) to discuss festival plans
- d) to invite Jon to the festival

6. In Text B, paragraph 1, what do we learn about Jon?

- a) He's worried about his job.
- b) He's going to start a new job.
- c) He's enjoying his job.
- d) He's looking for a new job.

7. What does Anna offer Jon?

- a) a lift to the festival
- b) a tent for his family
- c) a ticket to the festival
- d) a barbecue for the campsite

8. Towards the end of Text B, what phrase could replace 'sort it out'?

- a) cancel it
- b) complete it
- c) research it
- d) arrange it

9. Which of the following subjects is mentioned in Text A and Text B?

- a) the musicians playing at the festival
- b) the talks from TV stars
- c) the different camping options
- d) the prices of festival tickets

10. What do the writers of Texts A and B disagree about?

- a) what is included in ticket prices
- b) how much a ticket costs
- c) whether to buy a family ticket
- d) whether the price is worth it



C: Dogs

CEFR B1

Text A

Dogmaster – Is it worth it?

Sally Gardener, Pets Monthly

These days there are plenty of digital options for people who want to train their dogs. Dogport and Happydog are successful and have got lots of good reviews. But more recently, people have started to talk about Dogmaster. We took a look at this new app so that you can see if it is good for you.

The first time that you open Dogmaster, you will have to answer some questions about your dog and add a few personal details of your own. You will also have to put in payment details, even if you want to only use free features. This means that if you decide to move to the paid plan, you can do it at the click of a button. After you have answered all these questions, you can start using the app.

It is a very attractive app, with a nice mix of videos and cartoon animations. It is also very simple to understand and use. Lessons about different dog behaviour are set out on a menu, and you click on one to access the lesson. In the lesson there are step-by-step instructions with videos and animations, showing you how to train your dog in this behaviour. There are about 10 lessons that are free to access and over a hundred if you sign up to a paid plan.

In my experience, the lessons work very well. The mix of text and images make it easy to understand what you and your dog have to do. I taught my dog, Denim, to lie down when I tell him to. This is something that I struggled with in the past. I also appreciated the dog breed guide because Denim is quite a rare dog – an Anatolian Shepherd – and this app had some tips about this kind of dog that I haven't read anywhere else.

Like all dog training apps, Dogmaster has its **limitations**. It does not have a logical and fixed training schedule like Dogport. And unlike Happydog, it does not put you in touch with actual trainers. If you have a difficult dog or a rare breed, we at *Pets Monthly* always recommend direct face-to-face help. Overall, however, this app has enough features to make it a valuable download to a dog-owner's smartphone.



Text B

Help with dog training

Sara23 – Has anyone used a dog training app before? I promised my son that we'd get a dog, and I want to know how to be a good owner. I've never had, or trained, a dog before! Can you advise me?

Jon_G – I haven't used apps before, but I have looked at videos on the internet. There is a woman called Julie the Dog Whisperer. I like her videos because she doesn't tell you that everything is easy. She says training can be hard and tells you to be patient. Well, I definitely agree with that. The videos are a bit long, but they are full of useful advice. They helped me a lot.

Jill001 – I tried out Dogmaster because I liked their adverts. But when I downloaded the app, it asked for my bank details straight away. I didn't like that. I want to try something before I give away personal information. I got Dogport instead and that has been quite useful.

Sam_T – I've never heard of anyone managing to train their dog with an app. I'm not sure they work. There are lots of good books about dog training. The apps don't do anything special, and you usually have to pay more.

Lily_Pop – I've tried Dogmaster, and it's not bad at all. The information and videos are really detailed. Overall, my dog is better behaved because of this app. Mind you, a lot of other apps were a waste of time. Be careful!

Molly – Most training apps have some free stuff, but not much. You need to pay for the really useful information and classes. You can end up paying a lot of money.

Julius07 – I agree about Julie the Dog Whisperer. She's brilliant! She's got lots of free videos, and she's really positive. She never talks about punishing the dogs, but only rewarding good behaviour.

1. What was the first thing the writer of Text A liked about Dogmaster?

- a) its appearance
- b) its instructions
- c) its free features
- d) its questions

2. Why didn't the writer know a lot about his dog?

- a) because it is an unusual breed
- b) because he did not know its breed
- c) because it was a new dog
- d) because he was not interested

3. In Text A, paragraph 5, what does 'limitations' mean?

- a) rules
- b) disadvantages
- c) options
- d) notifications

4. Which statement about Text A best summarises the writer's opinion?

- a) Dog apps can be useful.
- b) Dog apps have good free versions.
- c) Dog apps are too expensive.
- d) Dog apps are unreliable.



5. Why did Sara23 write on the forum?

- a) She is going to get a dog.
- b) She owns a difficult dog.
- c) She wants to learn about apps.
- d) She needs a new dog trainer.

6. What does Jon_G feel is the best training resource?

- a) a face-to-face course
- b) a person who makes videos
- c) features of some apps
- d) advice from other owners

7. What can we infer from Jill001's comment?

- a) She knows a lot about dog training.
- b) She thinks privacy is important.
- c) She often gets bored with training.
- d) She found Dogmaster very useful.

8. Who had a good experience with Dogmaster?

- a) Sam_T
- b) Lily_Pop
- c) Molly
- d) Julius07

9. Which approach to dog training is recommended in both texts?

- a) face-to-face
- b) apps
- c) books
- d) videos

10. Which person in Text B would disagree most with the writer of Text A?

- a) Jon_G
- b) Jill001
- c) Sam_T
- d) Julius07





3.4 Reading module answers



3.1 Reading a visual text

A: Sports centre	CEFR A2	1b / 2c / 3d / 4a
B: Ukulele	CEFR A2	1d / 2a / 3a / 4a
C: Burgers	CEFR A2	1a / 2d / 3c / 4a
D: Holiday house	CEFR B1	1c / 2c / 3a / 4a
E: Community college	CEFR B1	1b / 2c / 3b / 4a

3.2 Reading a single text

A: Letter to Ellie	CEFR A2	1a / 2c / 3a / 4c / 5d / 6a / 7c
B: Canada	CEFR A2	1a / 2c / 3a / 4d / 5b / 6a / 7c
C: Bees	CEFR B1	1b / 2c / 3a / 4a / 5c / 6c / 7b
D: Leisure centre review	CEFR B1	1b / 2b / 3a / 4a / 5b / 6d / 7a
E: Welsh language	CEFR B1	1a / 2b / 3b / 4b / 5c / 6a / 7b

3.3 Reading a paired text

A: Art galleries	CEFR B1	1a / 2a / 3c / 4a / 5a / 6a / 7c / 8b / 9A / 10b
B: Music festival	CEFR B1	1d / 2a / 3b / 4c / 5c / 6a / 7b / 8d / 9d / 10a
C: Dogs	CEFR B1	1a / 2a / 3b / 4a / 5a / 6b / 7b / 8b / 9b / 10c



4. Writing module

Introduction to the Writing module

In the ISE Digital Writing module, there are two types of tasks. You will see tasks that match your level of English. You will answer no more than two tasks. You will type your answers on the computer.

Use the practice questions here to get ready for the real exam. You cannot handwrite this part of the test, so we suggest that you type your answers on a computer and then compare them with the example answers.

	Written online communication	Writing from sources
Word count	approximately 70 words (maximum of 90)	approximately 250 words (maximum of 300)
Recommended time	approximately 5 minutes	approximately 35 minutes

Task: Written online communication

Summary	<p>There are three different versions of the task. You will be given one of the following task versions:</p> <ul style="list-style-type: none"> Version A: Online discussion board Version B: Submission to a digital suggestion box, eg an email Version C: Group chat
Your response	<p>Task focus: You need to adapt your writing for the different situations and people you are writing to.</p> <ul style="list-style-type: none"> Version A: Share your opinion on the topic. Include ideas from other people in the discussion board. Version B: Write a short response. Give your feedback, suggestions, preferences, opinions or reactions as required by the two bullet points in the question. Version C: Respond to your classmates or co-workers. Respond to the two bullet points in the question (eg agreeing, offering help or asking for information).



Task: Writing from sources

Summary

The purpose of this task is to write a new text using information from source texts, adding your own opinion.

In this task, you will get a topic question (an essay or report) and two or three texts on this topic. Write a new text answering the topic question, using information from the source texts. Select and adapt information from the source texts so that your text is appropriate for the audience and question. You should include your own ideas and opinions on the topic.

Your response

You show that you can:

- read the source texts
- respond to the topic question
- select only relevant information from the source texts
- adapt and synthesise this information with your own ideas and views on the topic

Genre of writing to produce: essay or report

Register: formal

4.1 Written online communication



A: Online discussion

- Read these messages from an online discussion.
- Write an answer and respond to **both** your teacher **and** Alex.

You should spend about **5 minutes** on this task.

You should write about **70 words** (maximum 90 words).

Class forum



Ms Gregory:

Hi class! This is the topic we are discussing this week:

All students must play sports. It helps them stay healthy.

Please write your opinion below.



Alex:

Health isn't the only reason to play sports. It is also a fun way to make friends.

B: Digital suggestion box – Email

Your teacher is asking for your opinion. Write an answer and say:

- **what ideas you suggest**
- **why students will like these ideas**

You should spend about **5 minutes** on this task.

You should write about **70 words** (maximum 90 words).

Compose

Inbox 1

Sent

Drafts

More

Day out

From: Mr Hedges

Dear students,

I want to plan a day out for our history class.
Please give me your ideas of what we can do.

Thank you,

Mr Hedges

Reply
 Forward



C: Group chat

You are working on a group project for school.

Write a message to your group to:

- **respond to Tim**
- **suggest what you could talk about**

You should spend about **5 minutes** on this task.

You should write about **70 words** (maximum 90 words).



Group project: Our town

Pete



Maria



Tim



Me



Tim:

Hi. We need to talk about ways to improve our town next week in class. Does anyone have any ideas of what we can talk about?





4.2 Writing from sources



Instructions

- First, read the task.
- Next, read all the texts.
- Then, begin to write.

You should spend about **35 minutes** on this task.

You should write about **250 words** (maximum 300 words).

A: Food and health

Input texts A2 (Text A), B1 (Text B)

Write a formal essay for your course tutor, developing an argument on the following topic:
Children should never eat fast food like burgers and fried chicken.

- ▶ You **must** use ideas from the texts **and** your own ideas.
- ▶ You **must not** copy from the texts.

Text A

Good food and exercise make happy families!

Food tips:

- ✓ Make sure your children have a good breakfast.
- ✓ Eat meals together as a family.
- ✓ Let children help you cook.
- ✓ Make sure snacks are healthy. Try fresh fruit and vegetables.
- ✓ Limit fast food to special occasions only.
- ✓ Add vegetables to your fast food meal.
- ✓ Choose healthier options like salads or grilled chicken.
- ✓ Drink water instead of fizzy drinks.

Exercise tips:

- ✓ Exercise as much as possible – go to the park, ride bicycles, play games.
- ✓ Don't watch too much TV – do other activities.





Text B

Report on rules for selling food and drink in Europe

Susan Johnson

Introduction

This report explains recent changes to advertising food and drinks to children in European countries.

New rules

European countries are changing the rules about food adverts for children. There will be two new rules.

- The first rule says that companies cannot advertise fast food or sugary drink products to children under 12 years old.
- The second rule says that companies must not advertise or sell unhealthy products in primary schools.

Differences in countries

Each country will have its own rules. Some countries will be stricter than others. The main goal is to protect young children from advertisements promoting unhealthy lifestyles. The governments will assist companies in understanding and following the new rules.





B: Entertainment

Input texts B1 (Text A), A2 (Text B)

Write a formal report for your town council about entertainment for young people. In your report, you should:

- explain the different types of entertainment for young people in the town
- make recommendations on how to improve the entertainment in the town
- ▶ You **must** use ideas from the texts **and** your own ideas.
- ▶ You **must not** copy from the texts.

Text A

Making Harrington fun again

Benjamin Wright, Harrington News

Harrington used to be a fun place with many activities for young people. But in the last 10 years, the town has lost many entertainment options.

Local businessman Tom Reed says, 'There's not much for young people anymore. We had great places like a concert hall and a popular summer festival. Now they are gone.'

To make Harrington exciting again, the local council is asking people for ideas. Some ideas are to open a new cinema and have regular events like concerts and festivals. Adding sports activities, like in a modern leisure centre, could also help attract young people. With these changes, Harrington can become a popular place again.

Text B

Modern entertainment: What young people love to do

Young people today enjoy many new forms of entertainment. They like to spend time on social media, where they can share pictures and videos. Many young people also enjoy playing video games with friends online. Watching videos or shows online is very popular too.

Some young people like to listen to music on different apps. They can create their own playlists and listen to their favourite songs anytime they want. Another fun activity is creating and watching short videos on apps.

These new forms of entertainment are different from traditional activities like watching TV or reading books. They are often more interactive and social. Young people enjoy these activities because they can do them anytime and connect with friends easily.



C: Transport

Input texts B1 (Text A), A2 (Text B)

Write a formal essay for your course tutor, developing an argument on the following topic:
Improving public transport is the best way to lower the number of cars on the road.

- ▶ You **must** use ideas from the texts **and** your own ideas.
- ▶ You **must not** copy from the texts.

Text A

UK transport report

Henry Caldwell

Reasons for travel

On average, people make about 900 journeys per year. Most people travel for leisure. Last year over a quarter (26%) of all trips were for free-time activities. After that the most popular reason for travel was shopping at 18%, followed by 14% for education and travel to work.

Type of travel

According to a government report, 59% of all trips were by private transport. People walked or cycled for 33% of trips, and public transport was used for 8%.

Public transport use

For long journeys people travel by train and for short journeys by bus. People in large cities like London use public transport more because they have more options.

A survey found that 70% of people prefer to drive because the bus services take a long time, and they are not convenient.

Text B

Public transport: What do you think?

Jack: I don't agree that we need more buses and trains. I want the council to improve the roads. Cars aren't bad for the environment.

Zara: I live in the countryside. There aren't any buses near my house. I need my car to get to work. I think cars should be cheap for people like me. Many cars are too expensive. Also, in my village we need a supermarket and a bank. The council should improve village life.

Ben: The buses in my town are expensive, and the trains are often late. I think the government should find a better way to improve transport. Maybe they could improve the bus and train services so travelling is cheaper and easier for everyone.



4.3 Writing module sample answers

Each question from the practice tasks has two sample answers, with a level given for each. These samples are provided to give guidance on **possible** ways to answer the questions. Compare your own writing with the sample answers below to help learn about how you can respond to questions in the ISE Digital exam.

Sample answers | 4.1 Written online communication

Sample answers | A: Online discussion

I think sport is good for health. It helps people to keep fit. Alex said there are other reasons to play sport. I agree with him. We can play sport for fun and to meet other people. It is a good idea. I like playing tennis and football. I feel good after I play.

(CEFR A2)

People don't need to play sport to be healthy. There are lots of ways we can stay healthy. For example, going for a walk is not a sport, but it is very good for you. The important thing is to move and not sit down all day. I agree with Alex too. Health isn't the only reason to play sport. Sport also can improve our mood, and it is a social activity so we can meet new people.

(CEFR B1)

Sample answers | B: Email

Dear Mr Hedges,

I love a day out! I have some ideas. We can go to the history museum. It is interesting and free. We can also do a tour of the town and visit the old places, for example a castle. I think other students will like the ideas because they are fun and interesting. Walking is also good for us.

Thanks,

Chloe

(CEFR A2)

Dear Mr Hedges,

A day out sounds like a great idea. I suggest we visit the history museum or the old castle in town. The history museum is in the centre of town and offers free entry. The old castle, though a bit harder to reach, provides a fun and unique experience. Students will enjoy these ideas because they combine learning about history with exciting and memorable activities. Both options are educational and entertaining.

Thanks,

Chloe

(CEFR B1)

**Sample answers | C: Group chat**

Hi Tim, Pete and Maria. I have some ideas. We can talk about having more entertainment options in town. For example, a new cinema and maybe some new shops. The shops we have now are boring. People like watching films and shopping. We can also talk about more sports facilities like a football stadium. Many people love football. What do you think? Do you have other ideas? Let me know!

(CEFR A2)

Hi everyone! I think we can talk about lots of things to improve our town. First, transport. The town centre is very busy, so we can think of ways to improve it. Perhaps if we have more public transport, people will drive their cars less. Second, we need more entertainment for young people. I think it is a good idea to build a cinema and have places where young people can play games. What do you all think?

(CEFR B1)



Sample answers | 4.2 Writing from sources

Sample answers | A: Food and health

In my opinion, fast food like burgers and fried chicken is very bad for children's health. Kids should not eat them regularly. Fast food can make children gain weight and become unhealthy. If they eat it too often, they might need to visit the doctor because they could get sick. Many children in my country eat fast food too much.

Everyone should eat healthy food. Parents can teach their children about healthy eating. It's easy. They can cook with their children and show them what food is good. They should avoid cooking fried food at home as this is better for children. Also, eating fruit and yoghurt is good.

We know that health is important because some governments have made rules about it. For example, in Europe, there are rules that ban adverts for children under 12 years old. Companies cannot show fast food adverts to children in primary schools. I agree with this idea because many children like fast food. It's difficult to stop children from eating fast food, so the government must do something to protect them. Parents must also help by giving good advice. There are many magazines that can help parents with lots of ideas.

(CEFR A2)

Eating fast food is a serious problem for many children. Kids like fast food because it is convenient and tastes good, but it is very bad for their health. In my view, fast food is especially harmful to children. They should not eat it often and should aim to be healthier in their daily lives.

First, there are many delicious and healthy foods like fruits and vegetables. Parents can offer tasty fruits like mango, which children will likely enjoy. Also, parents and children should eat meals together because it is enjoyable to share time as a family. If children and parents do not eat together at home, children might see meals as not being social activities. They may think that eating fast food with friends is better.

However, it can be difficult to avoid fast food because there are many fast-food restaurants and supermarkets selling fizzy drinks and sweets. When children are shopping with their parents, it can be hard for parents to say no to them. In European countries, there are rules that ban advertising unhealthy food in schools or to children under 12 years old. I agree with this idea because it is important to support families. Many companies want to sell products to children because they are too young to understand the health risks. Since this is about health, the government must help everyone stay as healthy as possible.

(CEFR B1)



Sample answers | B: Entertainment

Introduction

This report is about things to do for young people in Harrington. It also gives ideas to make entertainment better.

Activities

Harrington used to have many fun places. Young people liked going to concerts and festivals. Now, many of these places are closed. Today, young people choose to stay at home, they watch movies and play games online with friends. There is not much for them to do in town.

Future

Here are some ideas about how to make Harrington fun again:

- Open a new cinema: A new cinema can be a great place for young people to watch movies and meet friends.
- Bring back events: We should have concerts and festivals again to make the town exciting.
- Build a leisure centre: A leisure centre with swimming and sports can be fun for young people.
- Create social media spots: We can make places where young people can take photos and make videos. These places can have free Wi-Fi.

Conclusion

Opening new places with different activities will make Harrington a fun town for young people.

(CEFR A2)

Introduction

This report is about making activities better for young people in Harrington. It looks at what we have now and gives ideas to make things more exciting and enjoyable for the younger generation.

Current situation

Harrington used to have many fun places for young people, like a concert hall and summer festivals. These were very popular, but now they are all closed. Today, young people mostly use technology for fun. They use apps to watch videos and play games online. They also listen to music on apps and make short videos to share with friends.

Recommendations

1. Open a New Cinema: A new cinema would be a great place for young people to watch movies and meet friends.
2. Bring Back Events: We should have concerts and festivals again. These events will make the town lively and fun for everyone.
3. Build a Leisure Centre: A leisure centre with a swimming pool, gym and sports courts would be great for young people to stay active.
4. Create Social Media Spots: We can make places with photo booths, video spots and free Wi-Fi. This will help young people take and share their photos and videos easily.
5. Organise Online Competitions: We can have online contests for video games or short videos.

Conclusion

By adding these new ideas, Harrington can become a more fun and exciting place for young people. They will have more activities to enjoy and better ways to connect with friends.

(CEFR B1)



Sample answers | C: Transport

I think it is important not to use cars. In the future, the world will have problems if there are too many cars. People drive their cars too much. Everyone should use public transport more.

59% of people drive for trips. This is not good for the environment because cars cause a lot of pollution. I think the government should make bus and train travel cheaper. More people will use them if ticket prices are lower.

There are many problems with public transport in the countryside. It is better in big cities because the government provides more buses and trains, and also other options like the metro and free bicycles. Sometimes trips take a long time, which is bad service. Many people want to use public transport, but the trips are too long. They are busy and need faster transport.

I think the government should build special roads for buses in the city. They should also add more buses in the countryside. Also, they should make prices lower for working people. Then more people will use public transport, and this will be better for the environment.

(CEFR A2)

How to make people drive less is an important question. Many countries and cities have public transport systems, and people should use them instead of cars. Using cars is bad for our planet. But people will not use public transport if it is bad.

First, many people like cars because they are easy and quick. A survey said 70% of people like to drive their car. So how can we change their minds? For me, the government should make public transport better. It should be useful and cheap. In some cities, people have to pay to drive into cities. I do not think this is helpful. It is better to have good bus and train systems.

Another thing is to make buses and trains more comfortable. If they have good Wi-Fi and toilets people may prefer it. They can enjoy the trip and even work, which they cannot do if they drive. Many people say online that buses are not clean. This means travel is not good for them. It is easy to clean buses, so the local council should do this. They should make public transport comfortable for people, like driving their car.

(CEFR B1)

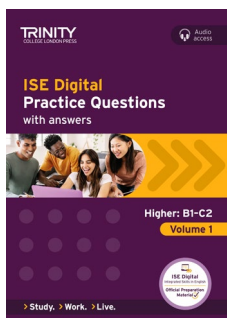
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